



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Briarwood School	Elementary	43-69674-6048821	April 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 Briarwood Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	5
School and Student Performance Data	6
Student Enrollment.....	6
CAASPP Results.....	9
ELPAC Results	14
Student Population.....	18
Overall Performance	20
Academic Performance	22
Academic Engagement	29
Conditions & Climate.....	31
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	36
Goal 3.....	40
Budget Summary	43
Budget Summary	43
Other Federal, State, and Local Funds	43
Budgeted Funds and Expenditures in this Plan	44
Funds Budgeted to the School by Funding Source.....	44
Expenditures by Funding Source	44
Expenditures by Budget Reference	44
Expenditures by Budget Reference and Funding Source	44
Expenditures by Goal.....	45
School Site Council Membership	46
Recommendations and Assurances	47

Plan Description

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

The Briarwood Elementary School Plan for Student Achievement (SPSA) establishes a rigorous, data-driven framework designed to systematically enhance student outcomes through evidence-based instructional strategies, a supportive school climate, and robust community partnerships. Developed through a Comprehensive Needs Assessment (CNA) and a thorough Analysis of Educational Practices, the plan incorporates vital input from the School Site Council (SSC)/English Learner Advisory Committee (ELAC) to ensure a targeted and equitable approach for all students. In strict alignment with the district's Local Control and Accountability Plan (LCAP), Briarwood's goals prioritize the success of underserved student populations by fostering high-quality Tier 1 instruction and proactive family engagement. The SSC maintains a continuous cycle of action, reflection, and improvement, regularly monitoring progress and adjusting resource allocations to ensure the plan remains responsive to student needs and drives sustainable academic growth.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

SSC/ELAC meetings are scheduled for October 9, 2025; January 8, 2026; March 12, 2026; April 21, 2026; and May 5, 2026 (if needed). These meetings are open to the public and begin with an opportunity for public comment. In accordance with SSC bylaws, agendas are posted at least 72 hours in advance in the school office and on the school calendar for families and community members to view to ensure transparency and accessibility.

School data is reviewed annually with staff, students, parents, and community members through faculty meetings, PTA meetings, and SSC and ELAC meetings. Our Site Leadership Team analyzed data at each monthly meeting to inform decision-making. This collaborative approach ensures that multiple perspectives inform school improvement efforts, aligning resources and strategies to support the success of all students.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

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

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.

Based on the provided 2024-2025 California School Dashboard report for Briarwood Elementary, the following state indicators were identified in the Orange performance category:

State Indicators in the "Orange" Category

- Suspension Rate: The overall performance is Orange, with 1.5% of students suspended at least once. This represents a significant increase of 0.9% from the previous year.

- English Learner Progress: The overall performance is Orange, with 45.3% of English Learners making progress towards English language proficiency. This reflects a substantial decline of 29.7% compared to the prior year.

There were no state indicators for which Briarwood Elementary's overall performance fell into the Red category. Other major indicators, such as Chronic Absenteeism (18.5%), English Language Arts (2.0 points below standard), and Mathematics (13.1 points below standard), all achieved a Yellow performance level.

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.

Student Group Performance Gaps

- Chronic Absenteeism: While the "All Students" group performed at the Yellow level, the African American student group performed at the Red level. This represents a gap of two performance levels.
- English Language Arts: The "All Students" group achieved a Yellow performance level. However, the Students with Disabilities group performed at the Orange level, which is two levels below the highest tier (Blue) targeted for growth, though technically only one level below the "All Students" Yellow tier in the direct color scale.
- Mathematics: The "All Students" group performed at the Yellow level. The English Learner and Students with Disabilities groups both performed at the Orange level. Similar to ELA, while this is one level below "All Students" on the color scale, it represents a significant performance gap, with Students with Disabilities performing 120.7 points below standard.

Other Needs

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

Other needs are identified through counselor referrals, DIBELS, and iReady assessments.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.75%	0.69%	0.84%	2	2	2
African American	2.62%	2.78%	3.35%	7	8	8
Asian	24.34%	26.74%	24.27%	65	77	58
Filipino	4.49%	4.17%	5.86%	12	12	14
Hispanic/Latino	49.44%	48.26%	48.95%	132	139	117
White	14.23%	13.89%	12.13%	38	40	29
Multiple/No Response	4.12%	3.47%	3.77%	11	10	9
Total Enrollment				267	288	239

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	18
Kindergarten	41	35	45
Grade 1	45	45	34
Grade 2	44	45	38
Grade3	38	41	38
Grade 4	54	45	32
Grade 5	26	55	34
Total Enrollment	267	288	239

Conclusions based on this data:

1. Shift in Early Childhood Enrollment Patterns:

While total school enrollment has remained relatively stable (287 in 22-23 vs. 288 in 24-25), there is a significant downward trend in Kindergarten enrollment.

- Kindergarten enrollment dropped by nearly 49% over two years, falling from 68 students in 22-23 to just 35 students in 24-25.

- The school has introduced Transitional Kindergarten (TK), which enrolled 22 students in 24-25, suggesting that the early childhood population is now being split across two grade levels rather than concentrated in traditional Kindergarten.

2. Consistent Dominance of Two Main Student Groups:

The demographic profile of Briarwood is consistently defined by two primary ethnic groups that together make up approximately 75% of the total student body.

- Hispanic/Latino students remain the largest demographic, consistently representing nearly half of the enrollment at 48.26% (139 students) in the most recent 24-25 data.
- Asian students represent the second-largest group and have shown a slight increase in both percentage and raw numbers, growing from 24.74% (71 students) in 22-23 to 26.74% (77 students) in 24-25.

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	116	102	80	40.8%	43.4%	33.5%
Fluent English Proficient (FEP)	36	47	29	15.3%	13.5%	12.1%
Reclassified Fluent English Proficient (RFEP)	20	31		10.1%	7.50%	

Conclusions based on this data:

1.

Significant Growth in Reclassification Rates: The percentage of students identified as Reclassified Fluent English Proficient (RFEP) more than doubled over a two-year period, rising from 10.1% in the 2022-23 school year to 23.3% in 2024-25.
2.

Decline in English Learner Population: Both the total number and the percentage of students classified as English Learners reached a three-year low in 2024-25. The group decreased from 117 students (40.8%) in 2022-23 to 102 students (35.4%) in 2024-25.

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	51	44	39	48	38	36	48	38	36	94.1	86.4	92.3
Grade 4	28	57	44	26	50	42	26	50	42	92.9	87.7	95.5
Grade 5	42	27	57	41	22	57	41	22	57	97.6	81.5	100
All Grades	121	128	140	115	110	135	115	110	135	95.0	85.9	96.4

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	2416.	2458.	2418.	22.92	42.11	25.00	27.08	21.05	13.89	18.75	18.42	30.56	31.25	18.42	30.56
Grade 4	2470.	2444.	2464.	34.62	22.00	26.19	23.08	16.00	26.19	3.85	22.00	19.05	38.46	40.00	28.57
Grade 5	2510.	2503.	2499.	26.83	27.27	24.56	26.83	22.73	24.56	12.20	13.64	19.30	34.15	36.36	31.58
All Grades	N/A	N/A	N/A	26.96	30.00	25.19	26.09	19.09	22.22	13.04	19.09	22.22	33.91	31.82	30.37

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	20.83	23.68	19.44	56.25	57.89	55.56	22.92	18.42	25.00
Grade 4	*	14.00	19.05	*	62.00	59.52	*	24.00	21.43
Grade 5	29.27	*	15.79	58.54	*	66.67	12.20	*	17.54
All Grades	24.35	17.27	17.78	58.26	59.09	61.48	17.39	23.64	20.74

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	16.67	28.95	2.78	56.25	50.00	69.44	27.08	21.05	27.78
Grade 4	*	10.00	19.05	*	54.00	54.76	*	36.00	26.19
Grade 5	19.51	*	15.79	48.78	*	61.40	31.71	*	22.81
All Grades	19.13	17.27	13.33	49.57	54.55	61.48	31.30	28.18	25.19

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	12.50	15.79	8.33	62.50	76.32	72.22	25.00	7.89	19.44
Grade 4	*	12.00	9.52	*	70.00	69.05	*	18.00	21.43
Grade 5	12.20	*	12.28	78.05	*	71.93	9.76	*	15.79
All Grades	13.91	13.64	10.37	69.57	71.82	71.11	16.52	14.55	18.52

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	18.75	34.21	25.00	58.33	55.26	50.00	22.92	10.53	25.00
Grade 4	*	8.00	16.67	*	78.00	71.43	*	14.00	11.90
Grade 5	21.95	*	21.05	56.10	*	56.14	21.95	*	22.81
All Grades	22.61	20.91	20.74	53.91	68.18	59.26	23.48	10.91	20.00

Conclusions based on this data:

- Briarwood Elementary continues to focus on improving student writing skills, particularly in producing clear and purposeful writing.

Overall Reduction in Underperformance: Across all grade levels, Briarwood has successfully reduced the percentage of students performing Below Standard in writing over the last three years. The schoolwide average for students below standard dropped from 31.30% in 22-23 to 25.19% in 24-25. Grade 5 showed the most significant improvement in this area, decreasing its "Below Standard" population from 31.71% to 22.81%.

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

Positive Multi-Year Growth Trend: Proficiency Gains Across Grade Levels: Briarwood has demonstrated consistent school-wide improvement in English Language Arts (ELA) proficiency over the last three academic cycles. The percentage of students meeting or exceeding standards (Standard Met/Exceeded) increased from 50.43% in 2022-23 to 55.56% in 2024-25. This upward trend is further evidenced by the successful reduction of the lowest-performing tier; the percentage of students scoring "Standard Not Met" decreased from 31.30% to

25.19% over the same period. This shift indicates that school-wide literacy initiatives are effectively moving students out of the "below standard" category and into the "at or near standard" range.

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	51	44	39	49	43	38	49	43	38	96.1	97.7	97.4
Grade 4	28	57	44	26	55	44	26	55	44	92.9	96.5	100
Grade 5	42	27	57	42	27	57	42	27	57	100.0	100	100
All Grades	121	128	140	117	125	139	117	125	139	96.7	97.7	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2432.	2443.	2445.	22.45	27.91	31.58	30.61	30.23	18.42	16.33	18.60	23.68	30.61	23.26	26.32
Grade 4	2493.	2454.	2479.	23.08	14.55	29.55	30.77	20.00	20.45	11.54	32.73	22.73	34.62	32.73	27.27
Grade 5	2507.	2492.	2491.	21.43	22.22	21.05	19.05	14.81	14.04	26.19	18.52	22.81	33.33	44.44	42.11
All Grades	N/A	N/A	N/A	22.22	20.80	26.62	26.50	22.40	17.27	18.80	24.80	23.02	32.48	32.00	33.09

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	30.61	25.58	36.84	40.82	51.16	47.37	28.57	23.26	15.79
Grade 4	*	18.18	27.27	*	47.27	52.27	*	34.55	20.45
Grade 5	26.19	*	21.05	38.10	*	40.35	35.71	*	38.60
All Grades	32.48	21.60	27.34	34.19	46.40	46.04	33.33	32.00	26.62

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	22.45	34.88	36.84	40.82	41.86	42.11	36.73	23.26	21.05
Grade 4	*	14.55	13.64	*	54.55	59.09	*	30.91	27.27
Grade 5	23.81	*	15.79	52.38	*	49.12	23.81	*	35.09
All Grades	24.79	22.40	20.86	43.59	46.40	50.36	31.62	31.20	28.78

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	20.41	32.56	21.05	61.22	48.84	57.89	18.37	18.60	21.05
Grade 4	*	18.18	31.82	*	50.91	40.91	*	30.91	27.27
Grade 5	14.29	*	14.04	64.29	*	56.14	21.43	*	29.82
All Grades	19.66	24.00	21.58	58.12	48.80	51.80	22.22	27.20	26.62

Conclusions based on this data:

1. Steady Reduction in the "Below Standard" Population: Over the last three years, Briarwood has successfully and consistently reduced the percentage of students performing below grade-level standards in Mathematics. School-wide, the "Below Standard" rate dropped from 26.96% in 22-23 to 20.00% in 24-25. This indicates that the core instructional strategies and early interventions are effectively moving the most at-risk students toward foundational competency.
2. Significant Growth in Grade 5 Mastery: Grade 5 has shown the most dramatic improvement in math proficiency. The percentage of 5th-grade students performing Above Standard increased from 14.63% in 22-23 to 22.81% in 24-25. Simultaneously, they achieved the lowest "Below Standard" rate in the school (17.54%), suggesting that the upper elementary math curriculum and instruction are successfully preparing students for the transition to more complex middle school mathematics.
3. Shift Toward Proficiency with a Need for Advanced Enrichment: While the percentage of students performing At or Near Standard has increased significantly school-wide (rising from 51.30% to 61.48%), the percentage of students scoring Above Standard has remained relatively flat, hovering around 18-21%. This suggests that while current interventions are very effective at bringing students up to grade level, there is a secondary need to implement more robust enrichment and "stretch" opportunities to move "At Standard" students into the "Above Standard" category.

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	1413.1	1380.3	1428.2	1417.8	1387.4	1433.7	1401.7	1363.9	1414.9	30	40	15
1	1435.9	1468.7	1425.3	1452.1	1466.5	1440.3	1419.2	1470.3	1409.9	26	15	21
2	1448.6	1455.4	1483.1	1463.4	1473.0	1487.8	1433.5	1437.3	1478.1	13	23	16
3	1474.8	1428.1	1459.7	1476.9	1433.5	1455.9	1472.0	1422.2	1462.8	21	17	13
4	*	1471.1	1458.0	*	1469.9	1461.9	*	1471.7	1453.6	8	26	16
5	1495.9	1498.1	1502.5	1502.0	1499.5	1499.2	1489.3	1496.0	1505.1	14	11	18
All Grades										112	132	99

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	10.00	12.50	6.67	40.00	7.50	53.33	33.33	52.50	33.33	16.67	27.50	6.67	30	40	15
1	11.54	6.67	14.29	30.77	66.67	19.05	30.77	26.67	28.57	26.92	0.00	38.10	26	15	21
2	7.69	21.74	12.50	38.46	26.09	56.25	23.08	34.78	25.00	30.77	17.39	6.25	13	23	16
3	14.29	17.65	0.00	33.33	23.53	23.08	33.33	29.41	46.15	19.05	29.41	30.77	21	17	13
4	*	23.08	6.25	*	38.46	31.25	*	7.69	18.75	*	30.77	43.75	*	26	16
5	21.43	9.09	22.22	21.43	36.36	33.33	42.86	36.36	27.78	14.29	18.18	16.67	14	11	18
All Grades	12.50	15.91	11.11	32.14	28.03	35.35	34.82	33.33	29.29	20.54	22.73	24.24	112	132	99

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	23.33	12.50	13.33	26.67	12.50	53.33	26.67	50.00	26.67	23.33	25.00	6.67	30	40	15
1	30.77	20.00	23.81	26.92	40.00	9.52	30.77	40.00	33.33	11.54	0.00	33.33	26	15	21
2	15.38	39.13	37.50	38.46	8.70	43.75	38.46	39.13	12.50	7.69	13.04	6.25	13	23	16
3	38.10	41.18	7.69	23.81	23.53	46.15	23.81	11.76	23.08	14.29	23.53	23.08	21	17	13
4	*	46.15	12.50	*	23.08	37.50	*	7.69	12.50	*	23.08	37.50	*	26	16
5	28.57	36.36	33.33	50.00	36.36	33.33	7.14	9.09	16.67	14.29	18.18	16.67	14	11	18
All Grades	27.68	30.30	22.22	31.25	20.45	35.35	25.89	30.30	21.21	15.18	18.94	21.21	112	132	99

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		10.00	13.33		10.00	26.67		50.00	60.00		30.00	0.00		40	15
1		6.67	9.52		53.33	28.57		33.33	14.29		6.67	47.62		15	21
2		8.70	6.25		26.09	62.50		39.13	6.25		26.09	25.00		23	16
3		17.65	7.69		17.65	0.00		35.29	30.77		29.41	61.54		17	13
4		15.38	0.00		30.77	31.25		15.38	6.25		38.46	62.50		26	16
5		9.09	5.56		0.00	5.56		63.64	55.56		27.27	33.33		11	18
All Grades	2.68	11.36	7.07	26.79	21.97	26.26	39.29	38.64	28.28	31.25	28.03	38.38	112	132	99

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	26.67	12.50	20.00	60.00	62.50	73.33	13.33	25.00	6.67	30	40	15
1	46.15	26.67	38.10	42.31	73.33	42.86	11.54	0.00	19.05	26	15	21
2	15.38	30.43	43.75	84.62	56.52	56.25	0.00	13.04	0.00	13	23	16
3	23.81	17.65	15.38	66.67	52.94	61.54	9.52	29.41	23.08	21	17	13
4	*	38.46	37.50	*	38.46	25.00	*	23.08	37.50	*	26	16
5	21.43	9.09	16.67	64.29	63.64	61.11	14.29	27.27	22.22	14	11	18
All Grades	28.57	22.73	29.29	60.71	56.82	52.53	10.71	20.45	18.18	112	132	99

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	20.00	10.00	13.33	56.67	47.50	80.00	23.33	42.50	6.67	30	40	15
1	15.38	20.00	14.29	65.38	66.67	33.33	19.23	13.33	52.38	26	15	21
2	23.08	34.78	12.50	61.54	52.17	81.25	15.38	13.04	6.25	13	23	16
3	38.10	35.29	23.08	33.33	41.18	53.85	28.57	23.53	23.08	21	17	13
4	*	34.62	18.75	*	34.62	31.25	*	30.77	50.00	*	26	16
5	57.14	63.64	61.11	28.57	18.18	16.67	14.29	18.18	22.22	14	11	18
All Grades	27.93	28.03	24.24	51.35	44.70	47.47	20.72	27.27	28.28	111	132	99

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	3.33	7.50	6.67	90.00	55.00	86.67	6.67	37.50	6.67	30	40	15
1	15.38	26.67	23.81	30.77	60.00	23.81	53.85	13.33	52.38	26	15	21
2	15.38	0.00	12.50	38.46	69.57	68.75	46.15	30.43	18.75	13	23	16
3	0.00	5.88	7.69	61.90	47.06	30.77	38.10	47.06	61.54	21	17	13
4	*	0.00	0.00	*	61.54	37.50	*	38.46	62.50	*	26	16
5	7.14	9.09	0.00	50.00	45.45	55.56	42.86	45.45	44.44	14	11	18
All Grades	8.04	6.82	9.09	57.14	57.58	49.49	34.82	35.61	41.41	112	132	99

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	62.07	25.00	46.67	24.14	40.00	53.33	13.79	35.00	0.00	29	40	15
1	3.85	6.67	9.52	65.38	93.33	52.38	30.77	0.00	38.10	26	15	21
2	0.00	13.04	12.50	61.54	56.52	75.00	38.46	30.43	12.50	13	23	16
3	4.76	11.76	0.00	85.71	58.82	69.23	9.52	29.41	30.77	21	17	13
4	*	30.77	6.25	*	46.15	50.00	*	23.08	43.75	*	26	16
5	0.00	18.18	5.56	85.71	54.55	83.33	14.29	27.27	11.11	14	11	18
All Grades	18.02	19.70	13.13	61.26	53.79	63.64	20.72	26.52	23.23	111	132	99

Conclusions based on this data:

1. Significant Decline in English Learner Progress: There has been a notable downward trend in the percentage of English Learners (ELs) making annual progress toward language proficiency. The percentage of students who progressed at least one ELPI (English Learner Progress Indicator) level fell sharply from 75.0% in 2024 to 45.3% in 2025. This decline of 29.7% has placed the school in the Orange performance category for English Learner Progress.

2. Increase in Students Regressing in Proficiency Levels: Data shows a substantial increase in the percentage of students whose English proficiency levels decreased. In 2024, 0.0% of EL students decreased at least one ELPI level; however, in 2025, this figure rose significantly to 22.7%. This shift highlights a critical need to evaluate current Designated and Integrated ELD instructional practices to ensure students are maintaining and building upon their linguistic gains from previous years.
3. Consistent Reduction in the Lowest Achievement Tier (ELA) A significant positive trend is the steady decrease in students scoring "Standard Not Met" (Level 1) in English Language Arts. School-wide, this group was reduced from 31.30% in 2022-23 to 25.19% in 2024-25. This indicates that the school's Tier 2 and Tier 3 literacy interventions are effectively moving the most at-risk readers toward foundational proficiency.

School and Student Performance Data

Student Population

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This section provides information about the school's student population.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
288	42%	35.4%	0.0%
Total Number of Students enrolled in Briarwood Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	102	35.4%
Foster Youth	0	0.0%
Homeless	3	1%
Socioeconomically Disadvantaged	121	42%
Students with Disabilities	35	12.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.8%
American Indian	2	0.7%
Asian	77	26.7%
Filipino	12	4.2%
Hispanic	139	48.3%
Two or More Races	10	3.5%
Pacific Islander	0	0.0%
White	40	13.9%

Conclusions based on this data:

1. Significant English Learner Presence: English Learners constitute a major portion of the school's demographic, accounting for 35.4% of the total enrollment. This high percentage indicates a critical need for sustained, high-

quality Integrated and Designated English Language Development (ELD) across all grade levels to ensure academic access.

2. Substantial Socioeconomically Disadvantaged Population: A significant segment of the student body, 42.0%, is identified as Socioeconomically Disadvantaged. This underscores the importance of providing equitable access to resources, such as instructional materials and technology, and potentially expanding wrap-around services to support student readiness and engagement.
3. Need for Targeted Interventions for High-Priority Groups: While Briarwood serves a diverse population, certain groups require highly specific support structures. For instance, although Students with Disabilities are a smaller subset of the 288 students enrolled, they currently show significant performance gaps in core academic areas like Mathematics and ELA, necessitating specialized instructional strategies and closer monitoring of their Individualized Education Programs (IEPs).

School and Student Performance Data

Overall Performance

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2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall Improvement in Student Engagement: Briarwood Elementary has successfully improved its school-wide attendance patterns. The chronic absenteeism rate for "All Students" declined by 2.8 percentage points, moving from a higher rate in previous years down to 18.5%. This improvement has placed the school in the Yellow performance category.

2. Suspension Rate (1.5%): The move to Orange is driven by a 0.9% increase in suspensions from the prior year. This trend suggests a growing need for a re-evaluation of school-wide behavioral supports. The data indicates that current disciplinary interventions may not be sufficient to address student behavioral needs, necessitating a shift toward more robust restorative justice practices and Tier 1 PBIS (Positive Behavioral Interventions and Supports) to keep students in the classroom.
3. English Learner Progress (45.3%): Most concerning is the 29.7% decline in the percentage of English Learners making annual progress toward proficiency. Moving from a high-performance level to the Orange category highlights a widening gap in linguistic support. This significant drop suggests that the existing Designated and Integrated ELD instruction is not effectively meeting the needs of the current EL population, particularly as they transition to more complex academic language in the upper grades. To reverse these trends, Briarwood must prioritize professional development in differentiated ELD strategies to support our multilingual learners.

School and Student Performance Data

Academic Performance English Language Arts

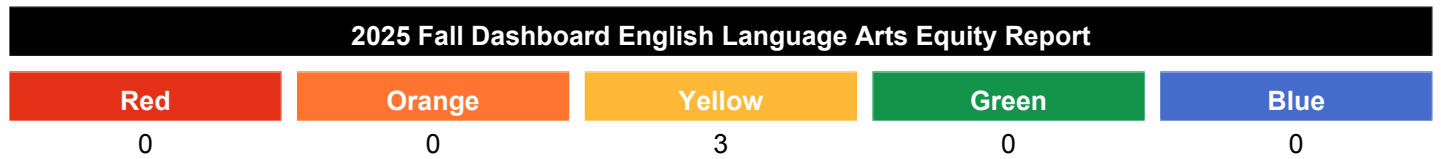
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This section provides number of student groups in each level.



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

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 2 points below standard Maintained 2.7 points 123 Students	English Learners  Yellow 35.2 points below standard Increased 9.2 points 59 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 27.8 points below standard Increased 16.5 points 62 Students

Students with Disabilities  No Performance Color 87.3 points below standard Declined 20.5 points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 39 points above standard Maintained -0.9 points 24 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 29.5 points below standard Increased 12 points 66 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 30.5 points above standard Increased 33.3 points 18 Students

Conclusions based on this data:

1. Sustained School-Wide Academic Improvement: Briarwood has shown a consistent positive trend in English Language Arts over the last three academic cycles. The school-wide "Status" improved from 6.4 points below standard in 2022 to 2.0 points below standard in 2025. This steady growth indicates that school-wide literacy initiatives are effectively closing the gap toward meeting state standards.
2. Critical Need for Targeted Intervention for High-Priority Subgroups. Despite overall gains, a significant achievement gap remains for specific student groups. Students with Disabilities are currently 87.3 points below standard and experienced a performance decline of 20.5 points over the last year. Similarly, Current English Learners are performing 105.5 points below standard. These data points highlight a critical need for intensified, specialized literacy interventions to support these vulnerable populations.
3. The Socioeconomically Disadvantaged (SED) student group represents a significant portion of the Briarwood community, consistently making up 42.0% of total enrollment. While this group has shown positive engagement trends by maintaining a Yellow performance level in chronic absenteeism, a substantial achievement gap remains in core academics. SED students currently fall within the Orange category for both ELA and Mathematics, performing approximately 22.5 points below standard in ELA with a wider gap in Math. These findings underscore the need for targeted Tier 2 interventions and equitable resource allocation to ensure that socioeconomic barriers do not impede academic proficiency.

School and Student Performance Data

Academic Performance Mathematics

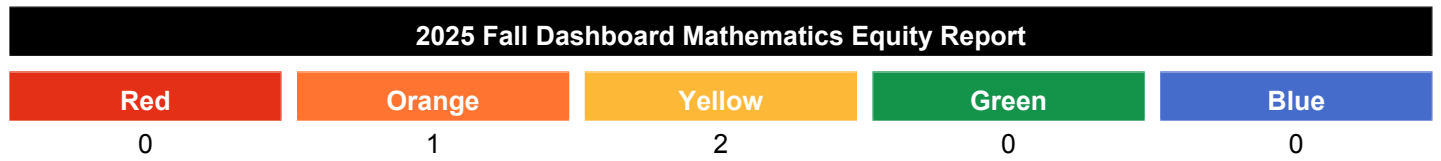
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This section provides number of student groups in each level.



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

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 13.1 points below standard Maintained -1.8 points 126 Students	English Learners  Orange 43.4 points below standard Declined 4.4 points 62 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 40.9 points below standard Increased 7.7 points 63 Students

Students with Disabilities  No Performance Color 82.2 points below standard Declined 16.2 points 22 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Asian  No Performance Color 39.1 points above standard Increased 9.5 points 25 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Hispanic  Yellow 44.7 points below standard Increased 4.4 points 67 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 11.1 points above standard Declined 8.8 points 19 Students

Conclusions based on this data:

1. **Progressive Growth in Foundational Math Competency:** Briarwood has shown a clear upward trend in mathematics performance school-wide. The "All Students" status moved from 21.0 points below standard in 2022 to 13.1 points below standard in 2025. This 7.9-point gain over three years indicates that current math instruction and intervention strategies are successfully closing the achievement gap toward state standards.
2. **Stark Achievement Disparity Based on Language Status:** There is a significant performance gap tied to English language proficiency. English-only students are currently meeting the standard, performing 3.1 points above. In contrast, Current English Learners are performing 43.4 points below standard. This highlights a critical need to integrate mathematical language development (Integrated ELD) specifically within the math block.
3. **Successful Performance Pivot:** The SED subgroup successfully reversed a negative trend. After a decline of 7.3 points in 2024, the group pivoted to a 7.7-point increase in 2025. This indicates that the interventions implemented during the 2024-2025 school year effectively halted the "slide" and began upward movement.

School and Student Performance Data

Academic Performance Science

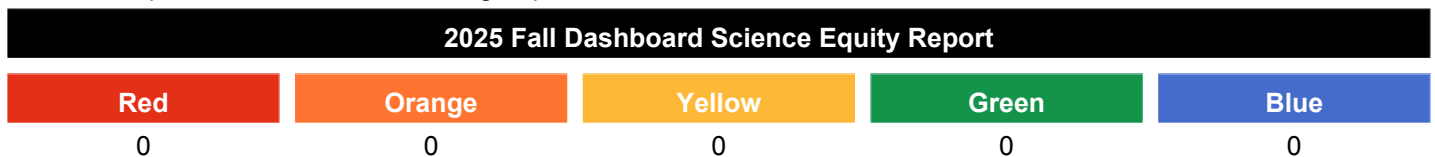
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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  No Performance Color 56.6 science points Increased 4.6 points 54 Students	English Learners  No Performance Color 53.3 science points 32 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 55.1 science points Increased 16.6 points 28 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color 65.5 science points 12 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Hispanic  No Performance Color 50.2 science points Increased 7.8 points 29 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 9 Students

Conclusions based on this data:

1. **Steady Upward Growth in Proficiency:** Briarwood has shown a consistent positive trend in Science performance over the last three academic cycles. The percentage of students who Met or Exceeded Standard increased from 33.33% in 2022-23 to 38.60% in 2024-25. This indicates that the implementation of Next Generation Science Standards (NGSS) and inquiry-based learning is successfully improving overall student mastery of scientific concepts.
2. **Significant Reduction in Low-Performing Tier:** There has been a notable decline in the percentage of students scoring at the lowest level (Standard Not Met). This figure dropped from 31.11% in 2022-23 to 21.05% in 2024-25. This suggests that Briarwood's focus on scientific vocabulary and foundational literacy within the science curriculum is effectively supporting students who previously struggled to access the content.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
45.3 making progress.	making progress.
Number Students: 75 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
22.7%	32%	0%	45.3%

Conclusions based on this data:

- Decline in Language Acquisition Progress: Briarwood is currently in the Orange performance category for English Learner Progress due to a significant decline in students making annual gains. The percentage of EL students moving up at least one proficiency level fell from 75.0% to 45.3%, a drop of nearly 30 percentage points. This indicates that while previous years saw robust growth, the current instructional cycle is not maintaining that momentum, signaling a critical need to evaluate the consistency of Integrated and Designated ELD instruction across all grade levels.
- Increased Risk of Proficiency Regression: Analysis of the underlying ELPI data shows a concerning rise in "regression." In the 2024-2025 cycle, 22.7% of English Learners decreased at least one ELPI level, compared to 0.0% the year prior. This suggests that nearly a quarter of the EL population is losing ground in their English proficiency, which may be tied to a lack of integrated language supports in core content areas like Math and Science where academic vocabulary is becoming more complex.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

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

All Students



Yellow

18.5% Chronically Absent

Declined 2.8

313 Students

English Learners



Orange

22.3% Chronically Absent

Declined 3.6

121 Students

Long-Term English Learners

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Socioeconomically Disadvantaged



Yellow

20.5% Chronically Absent

Declined 5.3

151 Students

Students with Disabilities  Yellow 15.9% Chronically Absent Declined 3.1 44 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Yellow 14.1% Chronically Absent Declined 10.2 85 Students	Filipino  No Performance Color 0% Chronically Absent Declined 16.7 12 Students	Hispanic  Red 22.7% Chronically Absent Increased 1.3 154 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Yellow 17.1% Chronically Absent Declined 3.4 41 Students

Conclusions based on this data:

1. **Positive Trend in Student Engagement (Overall Growth):** Briarwood has successfully maintained a positive trajectory in student attendance. The "All Students" group improved by 2.8 percentage points, reducing the chronic absenteeism rate to 18.5%. This progress has moved the school into the Yellow performance category, signaling that school-wide attendance initiatives and community outreach are effectively bringing more students into the classroom daily.
2. **Divergent Progress Across Vulnerable Subgroups:** The data reveals a "split" in performance among high-needs populations. While several groups (including English Learners and Socioeconomically Disadvantaged students) have reached the Yellow category, others remain in Orange or Red. This suggests that while Tier 1 attendance supports are working for the majority, the school requires more specialized Tier 2 and Tier 3 interventions, such as home visits or referrals to our Family Resource Center, to support the remaining groups who are still struggling with high rates of absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

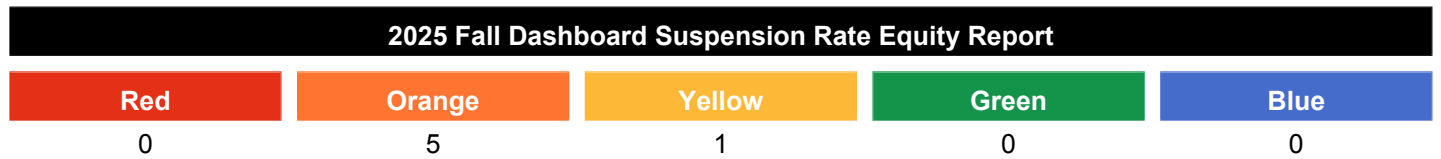
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 1.5% suspended at least one day Increased 0.9% 328 Students	English Learners  Orange 3.1% suspended at least one day Increased 1.8% 130 Students	Long-Term English Learners
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students	Socioeconomically Disadvantaged  Orange 1.9% suspended at least one day Increased 0.6% 158 Students

Students with Disabilities  Yellow 4.3% suspended at least one day Declined 0.4% 46 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	American Indian  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Asian  Orange 1.1% suspended at least one day Increased 1.1% 89 Students	Filipino  No Performance Color 0% suspended at least one day Declined 8.3% 12 Students	Hispanic  Orange 1.9% suspended at least one day Increased 1.2% 161 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 2.3% suspended at least one day Increased 2.3% 44 Students

Conclusions based on this data:

1. **Shift to Orange Category Due to Rate Increase:** Briarwood's overall suspension rate is currently in the Orange performance category. This status is the result of the rate rising to 1.5%, which represents a 0.9 percentage point increase from the previous year. This upward trend indicates that previous behavioral intervention strategies may need to be reinforced or modified to prevent further increases.
2. **Successful Tier 1 Support for Key Demographic Groups:** On a positive note, the Hispanic or Latino and Asian student groups have maintained relatively low suspension rates, placing them in the Green and Blue categories respectively. This suggests that the school's core behavioral expectations and Tier 1 PBIS (Positive Behavioral Interventions and Supports) are resonating well with these populations, providing a successful model that can be analyzed and adapted to support groups currently in the Orange tier.
3. **Disproportionate Impact on Students with Disabilities:** A significant area of concern is the Students with Disabilities subgroup, which currently sits in the Orange category with a "High" status. This group experienced an increase in suspensions, signaling a need for more targeted behavioral supports within Individualized Education Programs (IEPs) and the potential implementation of more robust de-escalation training for staff working with this population.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Achievement - English Language Arts

All 3rd-5th-grade students will demonstrate a minimum of 5% growth in ELA proficiency as measured by the CAASPP. To ensure equitable outcomes, we will prioritize accelerating growth for English Learners and Students with Disabilities, with at least 60% of students in these subgroups meeting their individual "Typical Growth" targets on the i-Ready Diagnostic and/or achieving "At Benchmark" status on DIBELS 8 to ensure they are on track for CAASPP proficiency.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement For All Students:

LCAP Goal 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.

Literacy and Language Acceleration: A comprehensive review of the California School Dashboard and local assessment data reveals a critical need to accelerate literacy outcomes, particularly for students furthest from opportunity. While the school-wide ELA status has shown steady improvement, moving from 6.4 points below standard in 2022 to 2.0 points below standard in 2025, significant performance gaps persist for high-priority student groups.

To achieve our literacy targets, we will implement daily explicit phonics instruction in grades K-2 and the TIDE writing framework school-wide, supported by collaborative learning walks and trimesterly data analysis to ensure high-leverage instructional practices are reaching our English Learners and students with disabilities

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 Proficiency (All 3rd-5th Students)	44.0% Met or Exceeded (2024-25 Actual)	49.0% Met or Exceeded (5% Growth)
English Learner Progress	45.3% (Source: CA School Dashboard ELPI 2024-25 - Orange Category)	52% Making Progress (CA School Dashboard - Shift toward Yellow)
i-Ready Reading: Typical Growth (SWD Subgroup)	42% of Students with Disabilities met growth targets (2024-25)	47% of Students with Disabilities will meet growth targets
DIBELS 8 / mClass: Composite Score (K-2)	51% At or Above Benchmark (Mid-Year 2025-26)	56% At or Above Benchmark

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Supplemental Curriculum Resources: Supplemental curriculum resources such as	All Students, English Learners,	3000 Targeted Allocation

	Scholastic News, library books, and classroom literature are used to enhance language arts achievement by providing engaging, standards-aligned materials that support reading comprehension, vocabulary development, and cross-curricular connections.	Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	4000-4999: Books And Supplies Reference Materials (4210 00)
1.2	Classified Personnel Support: Additional adult support in the form of classroom assistance will be utilized to support targeted students in language arts by providing small group intervention and behavior monitoring.	English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	38,000 Targeted Allocation 2000-2999: Classified Personnel Salaries STLA (2114 00)
1.3	Implementation Of Phonics Curriculum	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	
1.4	Implementation Of Math Pacing Guides Aligned to CAASPP	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	
1.5	Implementation Of District Writing Program (TIDE)	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	
1.6	Program Licensing: Program licensing resources support unduplicated students (SPED) in language arts by providing differentiated, data-driven instruction tailored to individual learning needs.	Students in Special Education	2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures Program Licensing (5846 00)
1.7	Collaborative Learning Walks: These walks will provide structured instructional support by allowing staff to observe high-leverage teaching in action and engage in reflective peer-to-peer feedback.	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	5,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Substitute Teachers

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The implementation of Goal 1 during the 2025-26 school year was characterized by a multi-tiered approach that combined targeted adult support, curriculum enhancement, and evidence-based instructional models. By utilizing classified personnel for small-group interventions and integrating supplemental literature and phonics-based curriculum, the school successfully addressed foundational literacy needs. This strategy proved effective, as evidenced by marked improvements in i-Ready reading scores across most grade levels and a measurable reduction in the percentage of students scoring "below standard" in CAASPP writing. While the school remained disciplined in its budgetary execution and realized overall positive momentum, the evaluation identified a need for future refinements. Specifically, the next phase of the plan will pivot toward a deeper analysis of the ELA instructional block to optimize time and identify high-leverage teaching strategies that can further accelerate progress for students furthest from opportunity.

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

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

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

The 2026-27 plan shifts from general growth to a targeted equity model designed to address the "Orange" status of English Learners and Students with Disabilities. Key changes include increasing the CAASPP growth target to 5.5% and adopting real-time monitoring via i-Ready and DIBELS 8 to allow for trimesterly adjustments. Instructionally, the school will prioritize Integrated ELD and the consistent use of the TIDE writing framework. To ensure these strategies are implemented with fidelity, we are introducing non-evaluative, Collaborative Learning Walks. These walks will provide structured instructional support by allowing staff to observe high-leverage teaching in action and engage in reflective peer-to-peer feedback. These updates, found in the Goal 1 "School Goal," "Identified Need," and "Strategies/Activities" sections, ensure resources and professional collaboration are directly aligned with the most critical gaps identified in the Dashboard data.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Equitable Social, Emotional Wellness and Behavioral Supports

All students will have equitable access to a safe, supportive, and inclusive school environment. By June 2027, Briarwood will reduce the school-wide Chronic Absenteeism rate from 18.5% to 17.5% and the Suspension Rate from 1.5% to 1.0%. We will simultaneously increase students' sense of School Connectedness and Safety by 10%, as measured by the CHKS and local climate surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equitable Social, Emotional Wellness and Behavioral Supports

LCAP Goal 2: All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.

Identified Need

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

Chronic Absenteeism (18.5%) and a high suspension rate for Students with Disabilities (4.8%) indicate a need for stronger school-student bonds. The CHKS 5th Grade Survey highlights that while students feel high levels of adult support, there are opportunities to improve "Meaningful Participation" and "School Connectedness." Furthermore, the Parent Survey indicates a need for increased communication regarding school-wide support systems and campus safety protocols to ensure all families feel the school is a welcoming and secure learning community.

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

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

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism (All Students)	18.5% (2024-25)	17.5%
Suspension Rate (All Students)	1.5% (2024-25)	1%
CHKS: School Connectedness (5th Grade)	68% (High/Agree) (2025-26)	75%
CHKS: Perceived Safety at School	74% (Feel Safe) (2025-26)	82%
CHKS: Parent Involvement/Feeling Welcomed	82% (Agree) (2025-26)	90%

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	Intervention And Enrichment Classes	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	5,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Teacher Hourly (1113 00)
2.2	Co-Curricular Programs And Opportunities: School-sponsored activities that happen alongside the traditional academic curriculum to build social skills, leadership, and school pride.	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	5,000 Targeted Allocation 4000-4999: Books And Supplies Classroom Supplies (4310 00) Targeted Allocation 5000-5999: Services And Other Operating Expenditures Contracted Services (5830 00)
2.3	Assemblies: Strategic funding for assemblies provides high-quality enrichment and cultural experiences that our socioeconomically disadvantaged (SED) students may not otherwise access outside of the school day. These events level the playing field by ensuring all students, regardless of background, gain exposure to diverse perspectives and interactive learning that boosts school pride and daily attendance. Also, this shared sense of community directly improves school connectedness and student engagement, which are key drivers in reducing chronic absenteeism and suspension rates.	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	15,000 Targeted Allocation 5700-5799: Transfers Of Direct Costs Contracted Services (5830 00)
2.4	Student Incentives/Materials	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	3,000 Targeted Allocation 4000-4999: Books And Supplies Student Incentive (4370 00) Targeted Allocation 4000-4999: Books And Supplies Classroom Supplies (4310 00)
2.5	SEL Resources	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	2,000 Targeted Allocation 5000-5999: Services And Other Operating Expenditures 5846 00 Licensing Agreement
2.6	Monitor Attendance Rates Monthly - Share Attendance Data with Classroom Teachers	All Students, English Learners,	

		Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	
2.7	Allera Sports - PTA Funded: By integrating Allera Sports into our daily climate strategies, we provide students with structured, prosocial physical activities that reduce playground conflict, encourage good school attendance by fostering a sense of belonging, and directly support our target of decreasing the suspension rate.	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	
2.8	5th Grade Student Safety Patrol: The Student Safety Patrol, facilitated by the Santa Clara Police Department, fosters a healthy school climate by empowering student leaders to take an active role in campus safety and peer mentorship. This partnership not only strengthens community relations with law enforcement but also promotes a sense of responsibility and security that supports overall student well-being during daily transitions.	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The overall implementation of Goal 2 focused on creating a safe and inclusive environment through a combination of social-emotional services and proactive behavioral monitoring. Key strategies included utilizing site-based counseling and classified staff to support students experiencing trauma, while maintaining positive reinforcement programs like "Panda Bucks" to build school spirit. These efforts proved effective, resulting in a measurable decline in both suspension and chronic absenteeism rates. Furthermore, survey feedback from students and parents confirmed a strong sense of campus safety and adult support. Moving forward, the school will refine these activities by conducting deeper root-cause analyses of attendance barriers and enhancing specialized de-escalation strategies to ensure all student groups benefit equally from these support systems.

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

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

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

Metric Expansion (CHKS Integration): We have moved beyond tracking only attendance and suspension percentages. The plan now includes specific targets for School Connectedness and Perceived Safety from the CHKS. This change ensures we are measuring the underlying cultural factors that drive attendance.

Targeted Suspension Reduction: While the overall suspension rate is low, we have added a specific metric and strategy to address their "Orange" status on the Dashboard.

Strategy Shift (Parent & Student Voice): Strategies have shifted from passive monitoring to active engagement. New activities include "Climate & Coffee" parent meetings and student-led leadership opportunities to address the "Meaningful Participation" gap identified in the student survey.

Refined Attendance Monitoring: The goal now utilizes a 96% Average Daily Attendance (ADA) target as a leading indicator to proactively identify students before they reach "Chronic" status.

Through a PTA-funded partnership with Allera Sports, students will engage in structured recess and organized sports, increasing school connectedness and providing equitable access to enrichment opportunities, particularly for SED students, as a strategy to improve attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

English Learner Achievement

To narrow the opportunity gap, Briarwood will accelerate the language acquisition and academic achievement of English Learners. By June 2027, the percentage of English Learners making annual progress toward English proficiency (as measured by the ELPI/Dashboard) will increase from 45.3% to 50.0%, and 40% of English Learners will demonstrate at least one level of growth on the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement for All Students

LCAP Goal 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.

A review of Dashboard data shows that English Learner progress has declined significantly, placing this student group in the Orange (Low) category. Currently, only 45.3% of EL students are making progress toward language proficiency. Furthermore, there is a substantial performance gap in ELA, with current English Learners performing 105.5 points below standard compared to Reclassified students who are 48.2 points above. There is an urgent need for targeted Integrated and Designated ELD to ensure EL students bridge this gap and move toward reclassification.

The following actions are being implemented and/or enhanced:

- * Collaborative Learning Walks
- * Professional Development to enhance our Integrated ELD instruction in all subject areas.
- * Professional Development and collaboration in Writing.
- * Daily 30-Minute Phonics Instruction: Continue implementation of daily, explicit phonics instruction in grades K–2 to build foundational reading skills. Instruction is aligned with a structured literacy approach and includes decoding, encoding, and blending strategies.
- * Dedicated 30-Minute dELD Block: All EL students receive designated English Language Development (dELD) for 30 minutes daily, with a targeted focus on speaking and oral language production to improve performance on the ELPAC Speaking domain.
- * Focus on Oral Language in Phonics and dELD: Teachers are being trained and supported to integrate structured speaking opportunities in both phonics and dELD sessions. Strategies include sentence frames, choral response, think-pair-share, and structured academic conversations.
- * Enhanced Small Group Instruction: Teachers are expanding the use of targeted small group instruction within the classroom to differentiate based on language proficiency and academic need. These groups are informed by ongoing formative assessments.
- * Increased Access to Leveled and Bilingual Books: Classroom libraries are being supplemented with more leveled readers and bilingual books to ensure students have access to texts that support both reading development and language acquisition.
- * Progress Monitoring and Professional Development: Staff receive ongoing professional development in phonics, ELD strategies, and data-driven instruction. Regular progress monitoring is used to inform instruction and interventions, particularly for students in Tier 2 and Tier 3 support levels.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPI: Annual Progress (Dashboard)	45.3% (Orange Category) (2024-25)	50% (Shift toward Yellow)
ELPAC: One Level of Growth	- 44% (2024-25)	40%
Reclassification Rate (RFEP)	12%	18%
CAASPP: ELA - Distance from Standard (Dashboard)	105.5 points below (2024-25)	95 points below

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	Parent Involvement/Small Group Support/Assessment (ELSAT Support/Translator Services)	English Language Learners	2,764 Targeted Allocation 2000-2999: Classified Personnel Salaries 2915 03 Classified Hourly 1000 Targeted Allocation 2000-2999: Classified Personnel Salaries 2914 00 Translator
3.2	Provide Daily Structured Time for English Language Development (dELD)	English Language Learners	
3.3	Collaborative Learning Walks (In Goal 1 expenditures)	All Students, English Learners, Socioeconomically Disadvantaged, Foster Youth, Students experiencing homelessness, and/or Students in Special Education.	None Specified Accounted for in Goal 1
3.4	Newcomer Supports through "Hello Me" Curriculum: This curriculum provides our Newcomer students with targeted social-emotional and linguistic support to navigate the cultural and academic transition into a new school environment. By focusing on self-identity and foundational communication skills, this activity ensures our most recent arrivals feel seen and supported, directly contributing to their sense of belonging and long-term school connectedness.	English Language Learners	None Specified LSAT is trained - no additional cost
3.5	Continued Professional Development to support our English Language Learners	English Language Learners	

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

The implementation of Goal 3 focused on moving English Learners (ELs) toward proficiency through targeted small-group support and the use of supplemental literacy materials. Classified staff and STLAs were utilized to provide push-in support during ELA blocks, focusing on foundational reading skills. While these actions were carried out as planned, the effectiveness was limited. The most recent Dashboard data indicates that EL progress (ELPI) declined by 29.7%, placing the school in the "Orange" category. While some students met the growth target of one level on the ELPAC, the majority did not maintain the momentum necessary to close the gap with their native English-speaking peers, specifically in the writing and speaking domains.

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

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

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

We will optimize grade-level ELA instructional blocks by prioritizing small-group differentiation, integrating rigorous speaking and listening standards, and implementing a cohesive, school-wide approach to writing instruction.

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	\$81,764.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
Targeted Allocation	\$81,764.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$81,764.00

Total of federal, state, and/or local funds for this school: \$81,764.00

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	81,764.0	0.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	81,764.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	41,764.00
4000-4999: Books And Supplies	11,000.00
5000-5999: Services And Other Operating Expenditures	4,000.00
5700-5799: Transfers Of Direct Costs	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	41,764.00
4000-4999: Books And Supplies	Targeted Allocation	11,000.00
5000-5999: Services And Other Operating Expenditures	Targeted Allocation	4,000.00
5700-5799: Transfers Of Direct Costs	Targeted Allocation	15,000.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
48,000.00
30,000.00
3,764.00

School Site Council Membership

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

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

Name of Members	Role
Lauren Kotval	Classroom Teacher
Julie Haneta	Principal
Diane Handley	Other School Staff
Jemma Culnane	Parent or Community Member
Marissa Garcia	Parent or Community Member
Shruti Viswanath	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

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

Attested:




Principal, Julie Haneta on 4/21/2026

SSC Chairperson, Jemma Culnane on 4/21/2026