School Year: **2022-23**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brookside Elementary School	23-65623-6025290	March 2, 2023	

Purpose and Description

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

Schoolwide Program

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

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget (when applicable), and make modifications in the plan to reflect changing needs and priorities. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The implementation of ESSA in California presents an opportunity for Brookside Elementary to align the federally-funded programs with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). 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.

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Comprehensive Needs Assessment Components

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

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

Surveys were conducted to help determine goals for the 2022/2023 school year and to use as we made important decisions throughout the year.
Students:
Behavioral Support
In May, 2022, we surveyed students randomly to determine "...if whether when 40 students from a grade-level were asked (99% from Grades 1 and 2, and 85% from TK and K) would be able to tell the expected behaviors." We surveyed 3 students in TK, 46 in Kindergarten, 48 in 1st Grade and 46 in Grade 2. In each of the following grades, the percentages show the percentage of students that could tell the expected behaviors for a specific area around the school. K: 67%; K: 78%; 1st: 73%; 2nd: 83%. We did not meet our goal and this will be addressed in our Positive Behavior and Intervention Supports (PBIS) Committee. To meet our goal, behavioral expectations were explicitly taught two times per year formally during rotations where we took students around the school and discussed the rules. The rules were also formally and informally taught in classrooms, at recess, and in the cafeteria on an ongoing basis throughout the year. Teachers and students participate in the assembly, The Ned Show, held at school every other year at Brookside. At The Ned Show, students are reminded to Never give up, and Do your best. The messages support character education instruction and positive behavior support. Yard assistants received training on how to support students in techniques for problem-solving. Counselor provided social skills groups and mindfulness training to support students. We will continue work in this area, in conjunction with our PBIS committee.

In May, 2022, we randomly surveyed students in classrooms at each grade and asked, 1. Do you like coming to school? 2. What do you like most about school? 3. Do you think being absent affects your learning? 4. If you could change or add something to our school, what would it be? Student responses: 1. Do you like coming to school? In all grades, the number of students who like coming to to school vastly outnumbered those who said no.
2. What do you like most about school? The most common responses at all grades were playing with friends, recess, art, PE, reading and being with their teacher 3. Do you think being absent affects your learning? Interestingly, In Grades TK-1, all students felt that being absent affects their learning, while in Grade 2, a few students said that they could still learn at home. 4. If you could change or add something to our school, what would it be? There were a variety of responses with one student saying they would like more time to eat and one said no bullies allowed. All the rest pertained to adding more recess playground equipment (many in rainbow colors), one said don't wear masks anymore and one student wanted ham sandwiches and macaroni and cheese. In general, the results were positive.

Parents/Families:
Our campus is typically open only to fingerprinted families during school hours, and now students go directly to class before school. We heard that some families wanted more opportunities to connect with other families from their child's class. We created a survey to generate ideas for creating situations were families could mingle outside of school hours. We asked, "Given that we don't see other families much before school, do you have any any interest in connecting with other families after school? We followed up with, "Do you have ideas for things we can do after school so you can

meet with other families, for example, play time for families by grade? If so, please list." 24 families answered the first question and 9 responses were provided to the second question. Responses included, "Play time will be awesome. Any after school outdoor and indoor activities; Quarterly events that involve hands on physical activities and resource tables at the school. Or maybe twice a school year, opening and closing; Connect with Calfresh and BlueZones for partnership, 707 830 0346; Maybe a game night or family story night; Exercise classes for parents and kids. Dance classes; Picnics at the park; and Play time for families by grade is a great idea!" We are working with BlueZones, as suggested and will begin to do some of the activities. We had a family game night and a story night this year and will also have a family literacy night, which provide opportunities for families to interact.

Staff:
When options are available in planning professional development, we have begun the practice of surveying staff to determine the professional development they need most. After the training is over, we again survey to determine whether the training met their needs and what could have been better. Some questions we asked were, "I was given an opportunity to provide input as to our foci of the reading instruction portion of our PD Day." "The reading instruction portion of the PD met my needs as a professional educator." "The Gender Equity portion of the PD Day met my needs as a professional educator." Staff responses to the question, "One thing I will do as a result of today's PD...," include, "I feel confident differentiating instruction based on student needs." Know more about reading instruction to meet students' needs." "Be aware of inclusive practices." "Use the HFW we agreed on." "Start requiring students to be able to read AND write high frequency words," and "Change my language to be more inclusive."

In February, 2022, our Positive Behavioral Interventions Support (PBIS) Team conducted a survey to help us, as a school, determine where our students need the most support. We are focusing on areas of our campus where students may misbehave, get hurt, feel bullied, and/or display undesirable school behaviors. We have received feedback and now our PBIS Team will compile and analyze the data and think about how students typically behave. We will ask ourselves guiding questions, such as, "Are the behavioral expectations clearly taught and understood in that area? Are the expectations consistently shared and followed-through with consequences? What staff training and follow through is needed in that area?" We will share the data with staff and plan professional development and student support. As a result of this survey and PBIS team input we are beginning a pilot of the SWIS behavioral tracking program to use in conjunction with Aries attendance program.

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

Classroom observations are held both formally and informally. Formal observations of beginning teachers by mentors through the California Teacher Induction Program (CTIP) occur on a regular basis, as do formal teacher observations by the principal as required by teacher contracts. Informal observations of teachers and para-educators in the form of walk-throughs by the principal occur throughout the year. Strengths and areas for growth are reported privately to teachers and para-educators; the teacher in need of support might be paired with another teacher or para-educator to observe instruction. Additionally, for teachers and para-educators who need support, observations of other staff members are arranged, and trainings are suggested and staff are provided time to attend. More specific resources, such as the book, 'Speech to Print' by Louisa Moats, or Harry Wong's 'First Day of School,' are provided based on need.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

As a TK- 2nd grade school, there is no state testing at this time. Common grade level assessments, ELPAC data, our newly purchased Renaissance assessment program data, and district benchmarks are used to determine students' achievement. Every 6-8 weeks, after analysis of the data, the staff determines how best to address the challenges of the population in each grade level through intervention or on-level groups. The data and needs of students not meeting performance goals are discussed in Professional Learning Teams, and strategies are implemented. If continuing to struggle, the individual students are discussed at Student Study Team meetings where plans are developed. Analysis of academic performance and ELPAC language development data led us to determine that our students who are English learners need more support so we have included a new goal to support our English learners through pram changes, Goal #4.

Typically, Grade 1 and Grade 2 student groups meet for 40 minutes, 4 times per week. Kindergarten groups meet for 20 minutes, after December. Intervention groups are small, 2-5 students per group, where students who are performing below benchmark are leveled into homogenous groups that are created based on the use of district-wide Renaissance testing, as well as through classroom testing. Students are taught using systematic and explicit instruction. Intervention goals and notes are shared with the classroom teacher to facilitate ongoing communication. For tier 2 instruction we use district-adopted Benchmark Phonics, and Benchmark Intervention; for tiers 2 and 3 instruction, we use Sonday, Reading Mastery, Signs for Sounds, Read Naturally and Edmark, depending on student need. Our reading teacher and reading coach are training in Lexia LETRS and we just purchased LETRS to use as an intervention, with hopes of getting all teachers trained because our district goal is for all students to read at grade-level by the end of Grade 3. We are working toward this and the more we learn about teaching reading, the more we realize that there is still more to learn!

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

Teachers meet approximately two-four times monthly in their Professional Learning Teams (PLT) to review data from curriculum-embedded assessments, classroom formative, interim, and summative assessments, and district interim assessments using Renaissance. Based on results of the assessments, the grade-level teams use PLT and Multi-Tiered Systems of Support (MTSS) processes to set goals, determine areas of need, share effective instructional strategies, improve assessments and review successes and challenges. Notes are taken and distributed to teachers, support staff, and the principal so that decisions from this data can be followed by all stakeholders.

As a school-wide focus, we are honing in on excellent Tier 1 instruction which includes the use of data to drive instruction, including the use of curriculum-embedded assessment to drive the instruction during a lesson. Our reading coach is leading this focus, with a cycle of data research, investigation, observation of teachers, coach and other teachers-by teachers, shoulder to shoulder coaching and observation, and repeat as needed.

PLT meetings are part of the process for evaluating and monitoring implementation and progress toward accomplishing program goals which we have identified in this SPSA. We also evaluate our accomplishment toward goals at Site Council meetings and plan to begin annually evaluating progress toward our SPSA goals in one of our monthly Leadership Team meetings each year.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

86% of staff (classroom teachers, reading teachers, special education day class and resource teachers) at Brookside Elementary are highly qualified. We have one teacher working under a PIP certification (Grade 1 teacher) and two teachers working under STIP certifications (PE teacher and Special Education Preschool teacher).

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

All teachers, except the ones listed above, are working within their credentialed area. As we continue to implement the Common Core State Standards, staff will need more training in Frameworks, and curriculum as they are adopted, as well as continued professional development in best instructional practices, based on assessed student and teacher needs. We are also shining a lens on our instruction for English learners and have developed a district-wide professional development calendar that includes professional development on academic vocabulary, Integrated ELD and designated ELD to better support English learners.

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

Typically staff development has concentrated on understanding the curriculum, and how to support each student, based on assessed needs. We also have ongoing professional development in positive discipline strategies, especially for instructional assistants as part of our Positive Behavior Intervention Supports (PBIS) work. A lot of our professional development has changed to online, rather than in-person, such as most of our work with Mendocino County Office of Education. As mentioned above, we have also included professional development for supporting English learners because the CA Dashboard data revealed that our English learners are not performing where they should be. Consequently, we have scheduled professional development around academic language, Integrated ELD and designated ELD.

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

There are several mechanisms in place for instructional assistance and teacher support. 1. Teachers work collaboratively to improve their instruction within PLTs (Professional Learning Teams within Professional Learning Communities), led by a lead grade-level teacher. 2. New teachers work with Support Providers through CTIP (California Teacher Induction Program). 3. The principal is a former curriculum specialist and instructional coach who visits classrooms to offer support. 4. As part of a districtwide committee decision, our district hired a reading teacher and a reading coach, with the intention of hiring a second reading teacher. Our reading teacher has been instrumental in ensuring that our teachers have reliable student assessment data in a timely manner. The reading teacher also is involved with forming intervention groups that are based on data, and leading the interventions, training para-educators to support the groups and working with classroom teachers, SPED RSP teacher and para-educators to provide intervention. Our coach uses the coaching cycle to lead us in effectively using adopted curriculum, integrating instructional techniques to support English learners during designated and integrated instruction, and supporting the use of a variety of types of assessment to drive instruction for all learners.

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

Teachers collaborate by grade-level on Tuesdays, two-four times monthly in PLTs (Professional Learning Teams within Professional Learning Communities). Teachers also collaborate at grade level meetings, and occasionally through vertical groups, though we aim to do more vertical collaboration. Grade-level Leads lead the meetings, but the Reading Specialist and our Coach also attend and provide a vast amount of support in ongoing assessment and assessment use to guide instruction. Our principal attends as much as possible and supports the PLC and MTSS processes at Brookside. Our school is participating in the California Principal's Network (CAPS) along with many schools in our county. This program is focused on using PLTs to build our multi-tiered systems of support (MTSS) for our students. We are becoming a skilled group of collaborators who understand the PLC process and who use it to support learning at each tier of instruction, but primarily Tiers 1 and 2.

Teaching and Learning

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

Tier 1 instructional materials include Benchmark E/LA and Everyday Math. Both are Common Core aligned, and State approved. Teachers follow these programs, along with Guided Reading and newly purchased Benchmark Phonics to ensure that the Common Core Standards are taught at each grade level. Benchmark Phonics was added in response to our data which showed a general lack of reading skills in our district's student population to Grade 11. Our adopted Benchmark Reading had insufficient Phonics/Phonemic Awareness instruction to meet our population's needs. The materials used at Tier 2 are all based on results of assessment. Tier 3 supplemental materials include Sonday, Reading Mastery, Signs for Sounds, Read Naturally, Edmark, Handwriting Without Tears, and Benchmark Phonics. We just purchased Lexia LETRS and will be trained on it's use. Our hope is to be able to train LETRS facilitators in our district so all teachers and para-educators can be trained!

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

Students receive approximately two -two and a half hours of instruction, including Intervention, in E/LA and one hour of Math instruction daily.

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

Lesson pacing schedule, common assessments and instructional support are aligned within each grade level. Intervention for First and Second Grade focuses on pre-reading/reading and writing instruction and is included daily in each class' schedule. Within the classroom, Instructional Assistants and Teachers address intervention in E/LA and sometimes in Math. Teachers plan together during PLCs to ensure that they stay fairly close together in pacing so they will teach the curriculum before year-end.

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

All student groups have access to standards-based instructional materials.

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

Core instructional materials are State adopted and are aligned to the Common Core State Standards. Intervention programs use materials which are standards-aligned or use standards-aligned practices, and leveled reading books.

Opportunity and Equal Educational Access

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

Common grade level assessments, ELPAC data, our newly purchased Renaissance data, and district benchmarks are used to determine students' achievement. After analysis of the data, the teacher and reading specialists determine how best to address the challenges of the population in each grade level. The needs of students not meeting performance goals are discussed in Professional Learning Teams, and strategies are implemented. If continuing to struggle, the individual students are discussed at Student Study Team meetings and plans are built and followed.

Our Tier 1 instruction is a focus and our Reading Coach is using the coaching cycle to support teachers to improve Tier 1 instruction. We are aiming to support underperforming students in first instruction with the use of tools such as graphic organizers, pre-teaching and re-teaching, checking for understanding, and more student talk.

Typically, during a 30-40 minute intervention session, four times weekly, Grade 1 and 2 students (and Kindergarten students after December) performing below benchmark are leveled into systematic and explicit intervention groups that are created based on the use of District-wide Renaissance testing, as well as through classroom testing. Intervention goals and notes are shared with the classroom teacher to facilitate ongoing communication.

Another important process in place is that when registration inquiries are made for students who are homeless, the homeless students are being enrolled immediately by our registrar, as required. The procedures listed in this section, including PLT/PLC processes, Tier 1 instructional focus and daily intervention sessions- 4 days per week, support academic success for identified homeless students. Our Renaissance assessment monitoring, every 6-8 weeks, ensures appropriate services are provided.

Evidence-based educational practices to raise student achievement

1) Implementation of State adopted, Common Core aligned, E/LA and Math curriculum for Tier 1

2) Small group support provided by reading specialist, instructional coach, teachers and instructional assistants for Tier 2

3) Collaborative/cooperative strategies used in all classrooms

4) TK teachers provide small group support in PM for students for Tier 2

5) Use of non-linguistic representations to support English learners

6) Whole group and small group direct instruction provided by teacher, with gradual release of responsibility model (I do, We do, You do) for mastery

7) Special Education teacher in Resource Room uses a modified Blended Service Model. When possible, she pulls struggling regular education students into lessons with students in special education

8) English language development is provided in-class through designated and integrated instruction

9. Data is regularly used to monitor student achievement and to guide instruction and intervention. It is used in Professional Learning Teams (PLTs), school professional development (PD) and in planning for intervention groups. It is used to determine when students exit intervention after intervention cycles. The data is shared with parents and guardians.

Parental Engagement

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

1. The Willits Kids Club after school program, provides homework support and positive learning experiences in a safe and positive environment- for students who may otherwise be home alone.

2. The Willits Educational Foundation provides a huge amount of financial backing to teachers to provide for a variety student support including supports for underachieving students.

3. The Willits Weekly, Willits News and Ukiah Daily Journal feature articles about our students who excel and/or make growth and about unique programs at Brookside and this helps create ties to our community.

4. The counselor and principal drive to students' homes to speak with families about students with poor attendance. We connect families with resources such as alarm clocks, gas cards, laundry vouchers, and also have helped to ensure property owners maintain properties in healthy conditions.

5. Students from Willits High School who are interested in becoming primary teachers are now coming to Brookside to support students who need extra help.

6. Brookside has developed a relationship with our town bookstore, and books for special events, such as visiting author activities, are available at a reduced price to support Brookside students with limited family income.

7. Continue our relationship with Nuestra Alianza de Willits who provides an amazing summer school program for students.

8. Our friend from the Sherwood Tribe provides educational support to students who are Native.

9. Kids Corner After School Tutoring Service is available for cost.

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

N/A

Funding

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

1. Instructional assistants are in classrooms to support students.

2. Instructional assistants provide small group intervention for students who may be reading below grade-level.

Fiscal support (EPC)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

A large variety of stakeholders consulted on the development of this plan including classified and certified staff from Brookside, certificated staff from Blosser Lane, and members of the joint site council. For example, On January 31, 2023, approximately 15 of our staff members including classified and certificated staff read the SPSA and provided a great deal of input. School Site Council discussed the plan informally at two meetings, and provided input to the plan at the meeting on March 2, 2023, at 3:15, at Blosser Lane Elementary School. The Site Council is more than just representatives from Brookside; it is made up of representatives from Blosser Lane Elementary, Grades 3-5, as well. Their input provides a unique perspective as our students will soon be their students.

Resource Inequities

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

Our district has been responsive to our primary resource inequity, which is finding time for professional development. In the past it was difficult to find time for professional development due to our district calendar only having three professional development days. Then, in response to requests from staff and administration, there was an additional day provided. We still found, however, the need to have days interspersed throughout the school year rather than having all professional development days during the summer, so we can respond to perceived needs through professional development, as the needs arise. That was added this year, and we met for professional development in November and March. That model worked well for elementary students but not for intermediate and high school students where significant absences arose those weeks. We are trying a new model next year, going back to development days at the beginning of the year and adding some additional early release days for elementary schools throughout the year. We currently have an early release day already scheduled into the plan once every month or two for PD.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	2.78%	0.6%	1.41%	11	2	5
African American	0.76%	0.6%	%	3	2	
Asian	0.51%	0.3%	0.28%	2	1	1
Filipino	0%	%	%	0		
Hispanic/Latino	31.57%	36.0%	33.90%	125	118	120
Pacific Islander	0%	%	%	0		
White	26.77%	15.6%	13.56%	106	51	48
Multiple/No Response	2.02%	0.9%	2.82%	8	3	10
			Total Enrollment	396	328	354

Table caption (top): Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	157	130	133
Grade 1	92	111	105
Grade 2	147	87	116
Total Enrollment	396	328	354

Table caption (top): Student Enrollment by Grade Level

Conclusions based on this data:

1. Our numbers are up about 10% from last year due to students coming back to school from independent study as related to Covid. Our Grade One students are our smallest group.

2. The Student Enrollment by Subgroup Percent of Enrollment data seems to be incorrect. Schoolwide, our largest group of students are Hispanic/Latino.

3. Though our numbers are up about 30 students from last year due to students coming back to school from independent study as related to Covid, they are still below the pre-Covid numbers of 396 in 19/20 to 354 in 21/22. This year they are up a bit from 21/22, but still below 396.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	54	40	26	13.6%	12.20%	7.3%
Fluent English Proficient (FEP)	1	4	6	0.3%	1.20%	1.7%
Reclassified Fluent English Proficient (RFEP)	0	0		0.0%	0.00%	

Conclusions based on this data:

1. In 2021/22, 7.3% of our students were English learners, down from 12.2% in 2020/21. Our total number of English learners dropped each year for the last three years.

2. The number of students who are fluent English proficient increased from 1 to 4 between 2019/20 and 2020/21, and 4 to 6 between 2020/21 and 2021/22.

3. We have no students who were Reclassified Fluent English Proficient (RFEP) between 2019-2022. We must be constantly mindful of preparing students to reclassify when ready.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	**# of Students Enrolled**			**# of Students Tested**			**# of Students with**			**% of Enrolled Students**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	**Mean Scale Score**			**% Standard**			**% Standard Met**			**% Standard Nearly**			**% Standard Not**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. | No Brookside students take the CAASP as it is not offered below Grade 3.

2. | There is no data to analyze here.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
All Grades	N/A	N/A	N/A												

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. No Brookside students take the CAASP as it is not offered below Grade 3.

2. There is no data here.

School and Student Performance Data

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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	1418.2	*	1434.9	1426.8	*	1444.0	1398.1	*	1413.8	18	10	18
1	1440.6	1433.2	1408.6	1450.3	1443.3	1427.0	1430.5	1422.3	1389.7	35	13	15
2	1472.5	1464.4	1481.7	1461.9	1470.9	1476.4	1482.6	1457.4	1486.4	15	14	15
All Grades										68	37	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	5.56	*	16.67	44.44	*	38.89	33.33	*	22.22	16.67	*	22.22	18	*	18
1	11.43	15.38	0.00	37.14	30.77	13.33	37.14	15.38	40.00	14.29	38.46	46.67	35	13	15
2	26.67	7.14	13.33	40.00	42.86	40.00	20.00	35.71	40.00	13.33	14.29	6.67	15	14	15
All Grades	13.24	10.81	10.42	39.71	32.43	31.25	32.35	32.43	33.33	14.71	24.32	25.00	68	37	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

	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**		
	18-19	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**	**18-19**	**20-21**	**21-22**
K	5.56	*	22.22	50.00	*	33.33	27.78	*	27.78	16.67	*	16.67	18	*	18
1	22.86	15.38	6.67	31.43	46.15	26.67	37.14	7.69	26.67	8.57	30.77	40.00	35	13	15
2	13.33	21.43	26.67	60.00	35.71	53.33	20.00	28.57	13.33	6.67	14.29	6.67	15	14	15
All Grades	16.18	16.22	18.75	42.65	37.84	37.50	30.88	24.32	22.92	10.29	21.62	20.83	68	37	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.11	*	11.11	16.67	*	33.33	55.56	*	33.33	16.67	*	22.22	18	*	18
1	5.71	15.38	0.00	31.43	23.08	6.67	42.86	7.69	6.67	20.00	53.85	86.67	35	13	15
2	26.67	7.14	6.67	40.00	35.71	40.00	6.67	28.57	46.67	26.67	28.57	6.67	15	14	15
All Grades	11.76	8.11	6.25	29.41	27.03	27.08	38.24	27.03	29.17	20.59	37.84	37.50	68	37	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.11	*	33.33	88.89	*	50.00	0.00	*	16.67	18	*	18
1	51.43	30.77	13.33	42.86	46.15	53.33	5.71	23.08	33.33	35	13	15
2	26.67	28.57	13.33	66.67	57.14	80.00	6.67	14.29	6.67	15	14	15
All Grades	35.29	27.03	20.83	60.29	54.05	60.42	4.41	18.92	18.75	68	37	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.11	*	22.22	55.56	*	50.00	33.33	*	27.78	18	*	18
1	8.57	0.00	6.67	80.00	76.92	60.00	11.43	23.08	33.33	35	13	15
2	13.33	21.43	33.33	73.33	71.43	60.00	13.33	7.14	6.67	15	14	15
All Grades	10.29	10.81	20.83	72.06	70.27	56.25	17.65	18.92	22.92	68	37	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	5.56	*	11.11	77.78	*	66.67	16.67	*	22.22	18	*	18
1	25.71	23.08	7.14	34.29	23.08	0.00	40.00	53.85	92.86	35	13	14
2	20.00	21.43	13.33	53.33	50.00	80.00	26.67	28.57	6.67	15	14	15
All Grades	19.12	16.22	10.64	50.00	45.95	51.06	30.88	37.84	38.30	68	37	47

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	50.00	*	44.44	22.22	*	22.22	27.78	*	33.33	18	*	18
1	5.71	15.38	0.00	77.14	30.77	46.67	17.14	53.85	53.33	35	13	15
2	20.00	7.14	13.33	60.00	64.29	66.67	20.00	28.57	20.00	15	14	15
All Grades	20.59	13.51	20.83	58.82	40.54	43.75	20.59	45.95	35.42	68	37	48

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was a sharp decline in number of students tested, overall, except for the number of Kindergarten students in 2020-21 to Grade 1 in 2021-2022.

2. When reviewing the 'All Grades' score in Levels 3 and 4, in all domains there is a decline in scores in eight of 14 levels, with only marginal improvement in six of 14 levels.

3. Overall, student scores increased through the years as students passed from Kindergarten in 2018-19 to Grade 2 in 2021-22, and Grade 1 in 2018-19 to Grade 2 in 2020-2021.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
354	**64.1**	**7.3**	**2.0**
Total Number of Students enrolled in Brookside 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	26	7.3
Foster Youth	7	2.0
Homeless	6	1.7
Socioeconomically Disadvantaged	227	64.1
Students with Disabilities	19	5.4

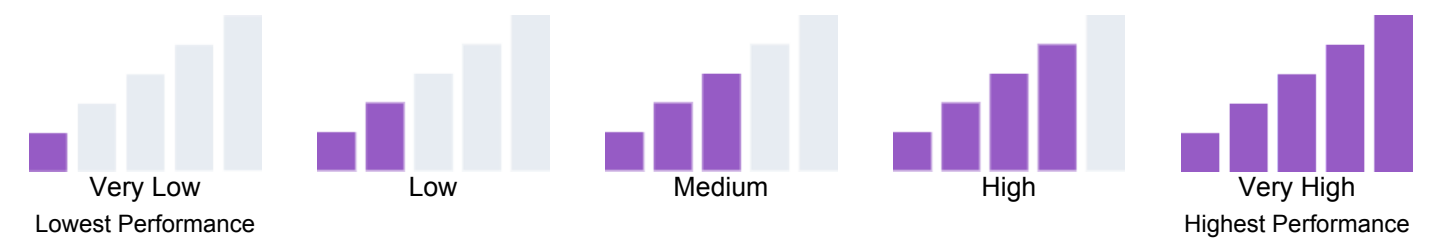| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American		
American Indian	5	1.4
Asian	1	0.3
Filipino		
Hispanic	120	33.9
Two or More Races	10	2.8
Pacific Islander		
White	48	13.6

Conclusions based on this data:

1. 64.1% of our students are socioeconomically disadvantaged. Since that is a large percentage of our population, continue to implement supportive strategies schoolwide.

2. According to this data, our subgroup of Hispanic students is 33.9%. Our subgroup of white students is 13.6%. Continue supporting students through our relationship with Nuestra Alianza de Willits.

3. According to this data, our subgroup of Native students in 18-19 was 4.2%, and in 19-20 is .6%. Continue to utilize the services provided by our district's newly hired Native American Liaison.

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts	**Chronic Absenteeism**	**Suspension Rate**
Low	Very High	Medium
Mathematics		
Low		
English Learner Progress		
No Performance Level		

Conclusions based on this data:

1. Our E/LA and Math scores (Low) are obtained through the scores received by Blosser Lane's Grade 3 students. To support them, we must continue to keep improving first instruction in E/LA and Math and also continue to ramp up our interventions so that all students are fluently reading by the end of Grade 3.

2. Our suspension rates are up (Medium) from pre-Covid days. We are ramping up our PBIS efforts in order to end this bad trend.

3. We continue to have chronic absenteeism (Very High), which is primarily due to a small amount of students. Continue districtwide efforts including calls home, letters, visits to the home and efforts toward a School/District Attendance Review Team (SART) board at WUSD. Also, we have initiated PBIS assemblies and other activities to make school more enticing for students.
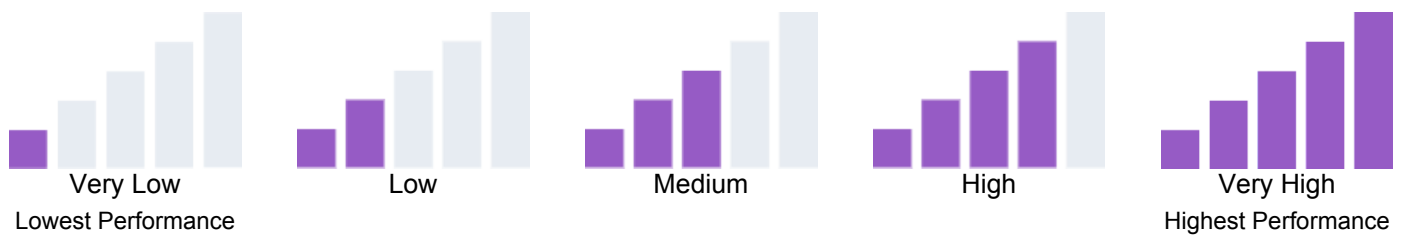
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report

Very Low	**Low**	**Medium**	**High**	**Very High**

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Low 62.9 points below standard 116 Students		

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. Our E/LA scores (Low) are obtained through the scores received by Blosser Lane's Grade 3 students. To support them, we must keep improving first instruction in E/LA and ramp up our interventions so that all students are fluently reading by the end of Grade 3.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High

Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report

Very Low	Low	Medium	High	Very High

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.

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low 60.2 points below standard 116 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**

Conclusions based on this data:

1. Our Math scores (Low) are obtained through the scores received by Blosser Lane's Grade 3 students. To support them, we must keep improving first instruction in Math and also ramp up our interventions. We are trying to implement a schoolwide intervention period next year, but are having difficulty finding common time.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

No Performance Level

39.1 making progress towards English language proficiency

Number of EL Students: 23 Students

Performance Level: No Performance Level
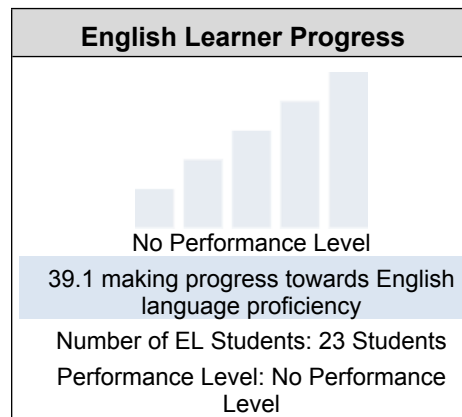
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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**
34.8%	26.1%	4.3%	34.8%

Conclusions based on this data:

1. 34.8% of our students progressed at least one ELPI level.

2. 26.1% of our students maintained lower ELPI levels.

3. The data shows that 34.8% of our English learners decreased one ELPI level. This is the most concerning piece of data. It shows that we must ramp up support for all of our English learners.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

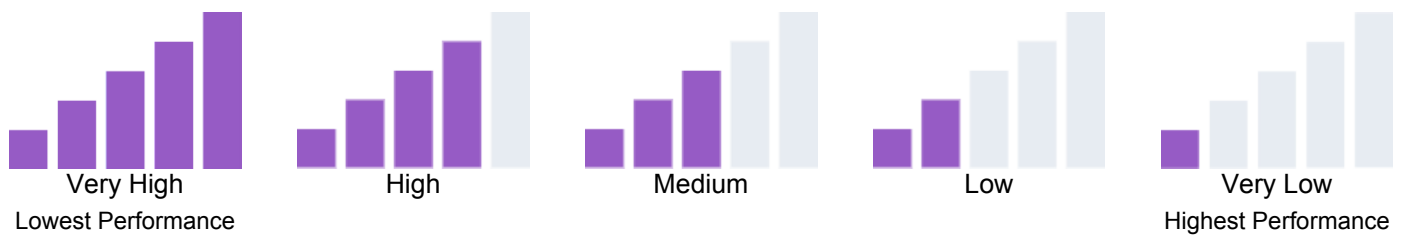**Conclusions based on this data:**

1. No data to analyze.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
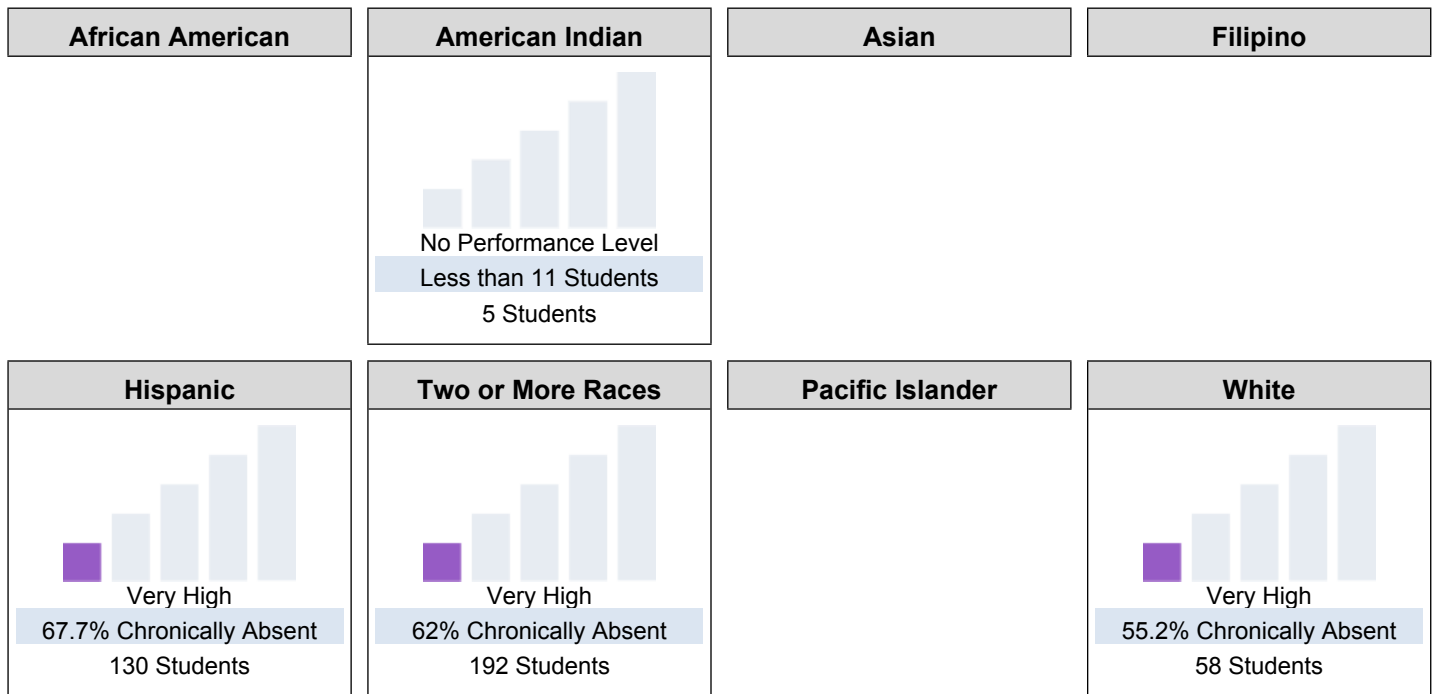
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
6	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
62.1% Chronically Absent	66% Chronically Absent	Less than 11 Students
385 Students	53 Students	8 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very High	Very High
90.9% Chronically Absent	67.5% Chronically Absent	60% Chronically Absent
11 Students	268 Students	30 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Level Less than 11 Students 5 Students		

Hispanic	Two or More Races	Pacific Islander	White
Very High 67.7% Chronically Absent 130 Students	Very High 62% Chronically Absent 192 Students		Very High 55.2% Chronically Absent 58 Students

Conclusions based on this data:

1. Our attendance data is definitely an area of great concern. We will continue our efforts to develop a district SART team, and continue making home visits. We will continue to work with our school counselor and the district attendance liaison.

2. Our student groups ranged between 55% to 67% chronically absent (very concerning), except for our students who are homeless and their rate is over 90% chronically absent. We are extremely concerned about these 11 students.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

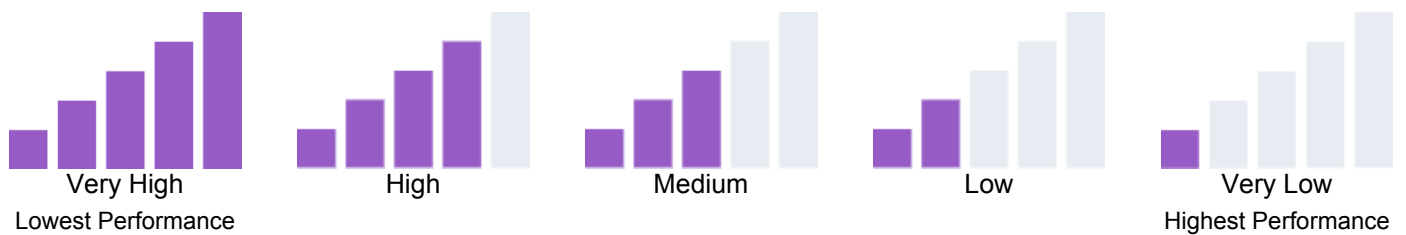**Conclusions based on this data:**

1. No data to analyze.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	1	2	0	2

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Very Low	No Performance Level
2.3% suspended at least one day	0% suspended at least one day	Less than 11 Students
395 Students	53 Students	8 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Medium	Very High
0% suspended at least one day	1.8% suspended at least one day	6.5% suspended at least one day
11 Students	273 Students	31 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	No Performance Level		
	Less than 11 Students		
	6 Students		

Hispanic	Two or More Races	Pacific Islander	White
Medium	High		Very Low
1.5% suspended at least one day	3.6% suspended at least one day		0% suspended at least one day
134 Students	196 Students		59 Students
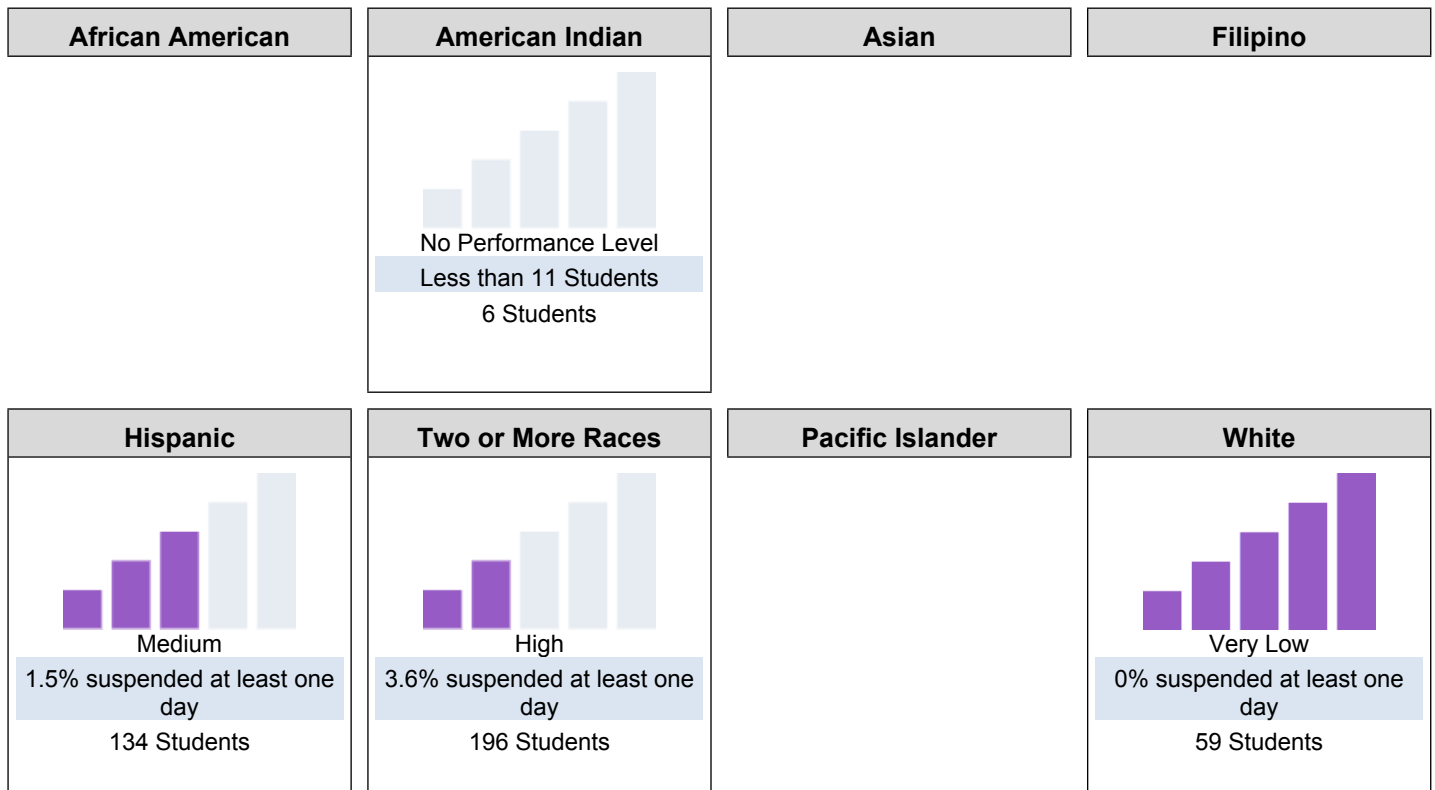
Conclusions based on this data:

1. We need to continue to focus on supporting our students who are Hispanic, Two or More Races, Socioeconomically Disadvantaged and Students with Disabilities to ensure we are following our fair and just suspension policies with each and every student, and that we try all other supportive measures before suspending any student.

2. The suspension rate of our students with disabilities is concerning (Very High). This involves two students (6.5% of 31 students).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts, Mathematics, Social-Emotional Learning and Technology

LEA/LCAP Goal

Strategy 1: Improve the quality and effectiveness of instruction
Strategy 2: Improve the alignment between what is supposed to be taught, what is taught, and what is tested

Goal 1

1. Students will be provided academic support to promote language, mathematical and technology literacy.

Identified Need

1. Funding for technology to buy and maintain iPads and Chromebooks. Our tech focus is to support students and staff in using (training and apps) and maintaining the technology.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Each classroom maintains functioning tech, as needed.	Baseline: As iPads and Chromebooks wear out and as we get new classrooms, we must replace iPads and Chromebooks and buy hardware to support tech use (printers).	We will need to purchase and maintain iPads, Chromebooks, printers, cords. Goal, by year-end, classroom tech will continue to be useable and in good working order.
Each classroom has the apps and software/licenses needed for iPads and computers.	Baseline: Each classroom has the apps and software/licenses needed for iPads and computers.	By year-end, but as the need arises, each classroom has the apps and software/licenses needed for iPads and computers, and the iPads and computers are maintained.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Continue use of Benchmark Reading Program; Increase use of informational text in leveled/guided reading. Continue to learn to use Benchmark Phonics and Benchmark Intervention.

Use Grade Level, PLT/PLC time and other Professional Development days to refine and develop use of reading instructional materials to support all learners

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Title I Professional development; Sub time for teachers and para-educators, and cost for attending online PD: Provide supplemental pay for teachers to develop and refine instructional materials.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue collaborative efforts in analyzing student achievement and teaching strategies through PLT/PLC activities. Support PLT/PLC time (during SMART time) and support after school collaboration time when specific opportunities arise, which includes costs for classified staff to occasionally extend their day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
91,788	Title I Reading Specialist salary and expenses
107,612	Title I SMART Time Expenses (supplies or presenters) Continue to offer time for teachers to meet and continue to fund SMART Time, which is manned by para-educators while teachers collaborate. Fund para-educator salaries and expenses.

30,136	ESSER III PE teacher salaries and expenses.
53,318	Extended Learning Opportunity Academic Coach salary and expenses
42,782	LCFF - Supplemental PE Para-educator salary and expenses.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support/ training to Instructional Assistants in:

Effective instruction for intervention Program (Every student participates)

Instructional training when supporting classrooms (academics and behavior)

Training on Renaissance assessments

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

Amount(s)	Source(s)
1,000	Extended Learning Opportunity Professional development on intervention programs and core curriculum
1,000	Unrestricted Assessment expenses Renaissance Assessments, travel between schools, extra pay for work after school occasionally
500	Extended Learning Opportunity Supplemental pay for para-educators for training on Renaissance assessments (2 hours)

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Increase Speaking and Listening activities and consider implementation of strategies related to speaking and listening that will give students time to address issues that they wish to discuss related to the pandemic. Examine using art and writing activities to support students' social/emotional needs as related to post-pandemic issues.

Continue to increase writing practice and writing intervention opportunities because it was not taught as in-depth as typically taught due to distance learning limitations. Ensure writing is included in Intervention Groups at MTSS, Tier 2, as well as in Tier 1 instruction.

Host Author Visit in Spring and Young Authors' Fair

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

Amount(s)	Source(s)
1,500	Local Categorical Funds for author provided by County Grant, Willits Education Foundation and PTO

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide time for articulation between grade levels and between schools

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

Amount(s)	Source(s)
1,750	Title I Supplemental pay is needed for articulation (2 hours per teacher at BES and BLE schools/per year, online via Zoom, or in-person)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Refine understanding and implementation of Renaissance Assessments to use in conjunction with Everyday Math curriculum

Provide Staff support for use of Renaissance Assessments for Math assessments

Increase use of performance assessments and students showing or explaining their thinking on daily work, assessments. Do this early in the year to gain a picture of student abilities to better plan interventions.

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

Amount(s)	Source(s)
1,500	Unrestricted Publisher training of State-approved math program on one early release day, on a variety of dates as the needs arise for Everyday Math; Sub costs, extra work time, other expenses related to training

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Review and revise pacing guides, common assessments, and rubrics as needed to reflect CCSS, Everyday Math, Benchmark E/LA and Benchmark Phonics

Use Grade Level, PLC time to develop use of assessment materials, define assessments and determine rubrics.

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

Amount(s)	Source(s)
500	Unrestricted PLC-related expenses (above)

0	Unrestricted Sub costs for collaboration: None needed

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide professional development to all staff on Common Core, instructional techniques, and implementation of E/LA, Math and Intervention programs.

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

Amount(s)	Source(s)
100	Unrestricted Training expenses related to CCSS professional development
1000	Title I Expenses related to Para-educators extending the day to attend Early Release Time training (10 hours each)
1750	Title II Part A: Improving Teacher Quality Expenses related to extending teachers' days to attend training (2 hours each).
500	Unrestricted Instructor expenses

Annual Review

SPSA Year Reviewed: 2021-22

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

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

Our students are experiencing an increase in academic success based on Renaissance Assessments. We are keeping our goals/plans in place to continue this opportunity for increased student achievement. The goals, especially the ones relating to increasing professional development for teachers and classified para-educators, has been invaluable!

The Identified Need #1 has been met. Our district purchased 1 to 1 tech for every student at Brookside, TK-2, and now our focus is on maintaining the equipment and ensuring we have all necessary components such as software, licenses and hardware such as printers.

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

We have reinstated collaboration time during SMART Time. This is our primary time for teacher collaboration on PLTs, and now that we are post-Covid we have the internal staff present to provide student support so teachers may collaborate.

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.

Financial change:
Strategy/Activity 8, changed value of the amount from $100 to $1,000, to cover cost of Expenses related to Para-educators extending the day to attend Early Release Time training after their hours (10 hours each).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

College and Career Readiness

LEA/LCAP Goal

Strategy 1: Prepare all students to be able to enter the next phase of their education at grade-level in reading/language arts and math.

Goal 2

1. All students will be prepared to be college and or career ready.

Identified Need

More students graduating from Willits High School need to be college and career ready. As a TK-Grade 2 school, our role is to have our students reading at grade-level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Renaissance Early Literature and Reading Assessments	In November of 2022, per the end of Trimester 1 results of Renaissance Early Literature and Reading Assessments, 65% of Kindergarten students, 59% of Grade 1 students, and 31% of Grade 2 students are reading at grade-level.	Increase by 25% per year, the number of students reading at grade-level.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

To build skills on good first teaching and on providing intervention based on assessment, professional development in reading/language arts that follows the Response to Intervention (RtI) model will be provided.

Provide staff development opportunities which include strategies to address EL students' needs and interventions

Provide professional development for parents/guardians/caregivers on supporting struggling readers

EL students and struggling students participate in ELA intervention program, which is Tier 2-MTSS

Develop academic vocabulary, in MTSS: Tier 1, Tier 2, and in EL Designated and Integrated times

Increase use of collaborative groupings throughout the day

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	
750	Unrestricted Staff development expenses: trainers ($500), supplies ($250), substitutes if needed, as related to moving struggling students and English learners to standards mastery through the use of Multi-tiered Systems of Support (MTSS)
0	Reading teacher salary and related expenses (accounted for in goal 1)
2250	Title III Expenses related to supplemental pay for teachers and para-educators to attend ELD training (2 hours each)
1,000	Title I Expenses relating to providing professional development for parents/guardians/caregivers on supporting struggling readers
5,000	Title II Part A: Improving Teacher Quality Expenses relating to providing professional development to build skills on good first teaching and on providing intervention based on assessment, professional development in

	reading/language arts that follows the Response to Intervention (RtI) model will be provided.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support, in addition to core curricula, to all students at-risk, with an equitable program for English Language Learners (including primary language support when possible), focusing on MTSS Tier 2 instruction

Provide extra time for para-educators to stay after school or to come in on non-school days to attend staff meetings, as needed

Provide substitute days for teachers to meet to discuss student performance with those providing intervention

Continue to use the 'map' of our Tier 2 intervention processes within the RtI triangle.

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

Amount(s)	Source(s)
0	Lottery: Instructional Materials Tier 2 Intervention programs for ELD (Benchmark) and struggling students
500	Unrestricted Extra pay for para-educators who stay for training at staff meetings or who participate in working to develop Tier 2 intervention process (2 hours each)
0	Unrestricted Substitute expenses to allow teachers to observe other teachers or to attend training (3 days)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 4
Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

We completed our school's RtI map, and are using it during BLAST Intervention at Brookside. The movement of ideas and actions in the CA Principal's Network meetings is still happening and continue to focus on Rti and MTSS, which supports us with this goal.

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

Several years ago, our full-time ELD teacher returned to the classroom as part of our COVID response model no longer works with us. Teachers are teaching ELD strategies within the context of the classroom day in Designated and Integrated instructional times.

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.

Teachers will continue to teach ELD strategies within the context of the classroom day in Designated and Integrated instructional times.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support of Engish/Language Arts, Mathematics, Science, Social Science, Art, Music

LEA/LCAP Goal

Strategy 1: Engage families in supporting school

Strategy 2: Engage families in practicing healthy lifestye choices

Goal 3

LCAP Goal #3: Create a welcoming school environment where all families and students are valued, acknowledged and provided opportunities to practice healthy lifestyle choices.

Identified Need

As identified on the CA Data Dashboard, our chronic absence percentages must improve.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Data Dashboard	62.1% of our students are listed as Chronically Absent on the CA Data Dashboard	Our percentage of students who are Chronically Absent decreases by 10% per year.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Host several functions in the evenings and on weekends, such as family game night, which use a variety of games that involve problem solving, mathematical thinking and application of skills; Host Spooky Story literacy night and Dr. Seuss Family Night; Hold Back to School Night and Open House

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

Amount(s)   Source(s)

0	None Specified Food for families at events (PTO supplies)
500	Title I Part A: Parent Involvement Childcare for students and/or younger siblings (if appropriate) at events

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Encourage (through newsletters and word of mouth) family members to get fingerprinted so they can volunteer, and that PTO will reimburse part of fingerprinting costs after family member volunteers twice. Provide fingerprinting opportunities at Open House and/or Back to School Night, when available, because there are limited opportunities to get fingerprinted in our town. (We are now allowing fingerprinted volunteers on campus, and also encourage teachers to send projects home to families, etc)

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

Amount(s)	Source(s)
1000	Title I Part A: Parent Involvement Fingerprinting agency brought to Back to School Night

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

We will continue to cut chocolate milk and sugary breakfast cereals/pastries from menu. We will continue to be aware of what is served and work closely with our kitchen personnel to ensure our food is healthy and tasty.

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

Amount(s)	Source(s)
0	None Specified Principal to discuss food selections with Cook.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English language learners

Strategy/Activity

Continue to increase classroom to home communication in Spanish. Continue to include Spanish on the Kindergarten Roundup banners. Continue to offer books to take home in Spanish. Purchase supplies as needed, for Kindergarten Students and others, whose primary language is Spanish.

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

Amount(s)	Source(s)
1,000	Unrestricted Interpreter costs, banner costs
500	Unrestricted Radio and newspaper advertising costs (Spanish)

1,000	Unrestricted
	Cost of purchasing books in Spanish

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Continue to implement the strategies. We will only need the Everyday Math Take Home Books, and other supplies as needed, for Kindergarten Students whose primary language is Spanish, on a case-by-case basis.

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

None

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 include Spanish on the Kindergarten Round-up banners; We will continue discussions with the cafeteria manager, as well as with personnel from BlueZones, so we can provide the most healthy food choices possible.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Support of English Language Learners

LEA/LCAP Goal

Strategy #1: Provide professional development, in both ELA and Math, for teachers and para-educators, on best instructional practices for students who are English learners
Strategy #2: Provide professional development for staff who will be administering the ELPAC
Strategy #3: Provide professional development for teachers on the Reclassification Process

Goal 4

100% of English learners will be tested on the summative & initial ELPAC, and all English learners that meet the reclassification criteria will go through the reclassification process to determine eligibility.

Identified Need

The data on the California Dashboard shows that 34.8% of our English learners decreased one ELPI level. It shows that we must ramp up support for all of our English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Data Dashboard	34.8% of our English learners decreased one ELPI level on the CA Data Dashboard	Our percentage of students who decrease one ELPI level, will decrease by 10% per year.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Strategy #1: Provide professional development, in both ELA and Math, for teachers and para-educators, on best instructional practices for students who are English learners

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

Amount(s)	Source(s)
1,000	Title I Part A: Professional Development (PI Schools)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Strategy #2: Provide professional development for staff who will be administering the ELPAC, and for staff using the Ellevation program, to monitor progress of English learners and to use the data to report to families. This professional development would occur on early release days, so there will be no additional expense.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Strategy #3: Provide professional development for teachers on the Reclassification Process. This professional development would occur on early release days, so there will be no additional expense.

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

Amount(s)	Source(s)
0	None Specified

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator   Baseline/Actual Outcome   Expected Outcome

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

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$118,096.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$356,236.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$208,150.00
Title I Part A: Parent Involvement	$1,500.00
Title I Part A: Professional Development (PI Schools)	$1,000.00
Title II Part A: Improving Teacher Quality	$6,750.00
Title III	$2,250.00

Subtotal of additional federal funds included for this school: $219,650.00

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 ($)
	$0.00
ESSER III	$30,136.00
Extended Learning Opportunity	$54,818.00
LCFF - Supplemental	$42,782.00
Local Categorical	$1,500.00
Lottery: Instructional Materials	$0.00
None Specified	$0.00
Unrestricted	$7,350.00

Subtotal of state or local funds included for this school: $136,586.00

Total of federal, state, and/or local funds for this school: $356,236.00

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

Expenditures by Funding Source

Funding Source	Amount
	0.00
ESSER III	30,136.00
Extended Learning Opportunity	54,818.00
LCFF - Supplemental	42,782.00
Local Categorical	1,500.00
Lottery: Instructional Materials	0.00
None Specified	0.00
Title I	208,150.00
Title I Part A: Parent Involvement	1,500.00
Title I Part A: Professional Development (PI Schools)	1,000.00
Title II Part A: Improving Teacher Quality	6,750.00
Title III	2,250.00
Unrestricted	7,350.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	ESSER III	30,136.00

	Extended Learning Opportunity	54,818.00
	LCFF - Supplemental	42,782.00
	Local Categorical	1,500.00
	Lottery: Instructional Materials	0.00
	None Specified	0.00
	Title I	208,150.00
	Title I Part A: Parent Involvement	1,500.00
	Title I Part A: Professional Development (PI Schools)	1,000.00
	Title II Part A: Improving Teacher Quality	6,750.00
	Title III	2,250.00
	Unrestricted	7,350.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	341,736.00
Goal 2	9,500.00
Goal 3	4,000.00
Goal 4	1,000.00

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

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Stephanie Short	Classroom Teacher
Olga O'Neill	Parent or Community Member
Jenny Nelson	Parent or Community Member
Kathleen Crossman	Principal
Suzanne Matheson	Parent or Community Member
Alyssa Barragon	Parent or Community Member
Marian Lohne	Other School Staff
Abbie Buntin	Classroom Teacher

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
	Other: Brookside Staff Members

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 March 2, 2023.

Attested:

Principal, Kathleen Crossman on 3/2/23
SSC Chairperson, Abbie Buntin on 3/2/23

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019