

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
Brandon Elementary School	42691956067110	September 20, 2023	October 25, 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 purpose of the School Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Our school will participate in year 3 of Professional Learning Community (PLC) professional development (CAPS), to continue this cycle of improvement and increase student achievement. In order to support the learning needs of all of our students, we have implemented a robust and comprehensive Tier 2 and Tier 3 support system. Our Tier 2 program consists of two Intervention Support Specialists (ISS) who work with students at or above grade level, while general education teachers work in small groups to provide intensive and strategic instruction to target students' learning needs. In addition to Tier 2, we have a Tier 3 system in place to support students who need the most intensive support. We have a full-time Learning Center teacher, plus an addition part-time teacher to provide intensive reading instruction. Brandon will be participating in year 2 of English Language Development support from Dr. Pagan, County Office of Education, to increase our proficiency levels for our multi-language learners. We are in cohort B, year 2, of Positive Behavior and Intervention Supports (PBIS) to increase a positive school climate.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations.....	4
Analysis of Current Instructional Program.....	5
Educational Partner Involvement	8
School and Student Performance Data	9
Student Enrollment.....	9
CAASPP Results.....	11
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance	23
Academic Engagement	28
Conditions & Climate.....	30
Goals, Strategies, & Proposed Expenditures.....	32
Goal 1.....	32
Goal 2.....	40
Goal 3.....	46
School Budget.....	51
School Site Council Membership	53
Recommendations and Assurances	54

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).

Through our annual Local Control Accountability Plan (LCAP) input process, parents/guardians, teachers, staff, leadership, and students are invited to give input on what is working and what are areas of continued need in our schools. Additionally, in December we send out an English Learner Needs Assessment Survey to all parents/guardians who have a child identified as learning English as an additional language to gather their input about multilingual learner programs and support. This survey will be sent out digitally (through ParentSquare) and as a hard copy in students' weekly Friday Folders. Results from this survey will be shared out through our online parent notification system (ParentSquare) and during an English Learner Advisory Council (ELAC) meeting. Our 2nd-grade students, 6th-grade students, and staff also provide input through an LCAP-specific survey. In addition, our teachers, staff and students complete a digital Positive Behavior Intervention and Supports (PBIS) survey conducted to evaluate the effectiveness of our implementation of PBIS. Finally, our School Site Council (SSC), Parent Teacher Association (PTA) and English Learner Advisory Council (ELAC) give written feedback regarding our successes, challenges and suggestions.

Classroom Observations

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

Site administrators regularly observe classrooms formally and informally to assess school needs and give feedback to personnel. District administrators make regular site visits through classrooms with principals to observe and reflect on successes and areas of growth. Classroom observations include observing learning targets posted in each learning space, adequate minutes dedicated to core instruction, evidence of grade level collaboration, and 30 minutes of daily English Language Development (ELD) for language learners. Observations are also conducted to ensure Tier 2 learning time include general education teachers teaching intensive and strategic lessons to students using grade level standards and intervention support specialists targeting students at or above grade level. In summary, all classroom teachers have been observed to post learning targets daily, provide 30 minutes of daily ELD instruction for language learners, and Tier 2 time has been successfully implemented. Almost all teachers have dedicated adequate minutes to core instruction and grade levels meet in Professional Learning Teams (PLT's) twice a week and collaborate, participating in the Professional Learning Community (PLC) process.

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)

State and local assessment data is available to District and site leadership and teachers/staff. Additionally, benchmark data is compiled and summarized in reports for ease of use.

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

All students take benchmark STAR 360 assessments (K-1st: Early Literacy, 1st-6th Reading and Math). Students in K-6th grade also take DIBELS assessments. Additionally, students take common formative assessments in math and ELA along with the summative assessments their teacher elects to use. Teachers may add any additional assessments they feel necessary to inform their practice. Informal observation is done regularly by teachers, staff, and site leadership.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified.

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

All teachers are highly qualified and continue to be professionally developed in instructional strategies and curriculum needs.

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

Staff development planning is based on leadership and teacher input regarding instructional needs, as well as an analysis of student successes and areas for improvement.

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

New teachers are supported by the Santa Barbara County Education Office's (SBCEO) teacher induction program (TIP), as well as a District offered new teacher series to support the development of district-specific programs and curriculum. All teachers participate in ongoing professional development at the beginning of the school year and at site during staff meetings throughout the year. Teachers and staff focus on learning differentiated for the school site during staff meetings and PLC meetings. All teachers work with their PLT teams to improve their professional practice tied to their school plan and District LCAP over the course of the year. Additional support is available as needed. California Principals' Support Network (CAPS) leadership team attends professional development and leads Guiding Coalition and staff meetings to guide the continuous cycle of PLC work. Positive Behavior Intervention Supports (PBIS) leadership team participate in professional development and lead staff meetings to support implementation of PBIS. Teachers attend site visits and professional development at staff meetings with Dr. Pagan, Santa Barbara County Office of Education, to support English Language Development instruction.

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

Teachers meet regularly in District and site professional development opportunities or staff meetings. Efforts are made to support general education teachers to have time embedded within the school day to meet as a grade level Professional Learning Teams (PLT's). Support staff can design their schedules to accommodate meetings with teachers and support is in place to ensure continuity of this cross-collaboration. Grade levels teams meet twice a week as a PLT to conduct evaluation of Common Formative Assessments (CFA's), analyze data, and target instruction to meet student needs. Grade level leaders meet as a Guiding Coalition (G-Co) monthly to guide and lead the PLC process.

Teaching and Learning

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

Teachers utilize the Common Core State Standards to guide their planning. They use District adopted curriculum as the foundation for their instruction.

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

Students receive their core Tier I instruction in their homeroom classroom for English Language Arts and Math. Adherence to the recommended amount of instructional minutes is reviewed annually at the beginning of the year by site leadership in a review of master schedules.

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

Site and District Leadership work together with teachers to ensure that all students have adequate access to Tier I core instruction during content areas. Targeted intervention and extension time is also part of the daily routine. This includes Tier 2 and Tier 3 learning time.

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

All students have access to District adopted materials for English Language Arts, Math, Science, and Social Studies. Differentiation strategies and materials are available to students as necessary.

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

SBE-adopted core and ancillary materials are available to all students in English Language Arts/Literacy, English Language Development, Mathematics, Social Studies, and Science.

Opportunity and Equal Educational Access

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

Teachers and staff are professionally developed to provide a high-quality program of instruction and support to all students. Teachers participate in professional development to support English Language Development (ELD).

Evidence-based educational practices to raise student achievement

District and site leadership, District committees, and Teachers on Special Assignment regularly incorporate research in the development of their work and as the basis of their work with teachers and staff.

Parental Engagement

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

Goleta Union School District values the many partnerships with the community to serve our families. Resources are available in areas of academic, social/emotional, behavioral, after-school childcare and enrichment, and more as needed.

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)

Through our annual Local Control Accountability Plan (LCAP) input process, parents/guardians, teachers, staff, leadership, and students are invited to give input to what is working and what are areas of continued need in our schools. Input is solicited on core programs, as well as comprehensive supplemental services.

Funding

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

Additional targeted intervention and extension is made available for students who are, or were ever, an English learner as needed. Additionally, access to additional support and summer school is available to students with academic needs.

Fiscal support (EPC)

Our site receives funds to support our needs. Additional partnerships with our parent organizations and the community complement the District support.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC), which is comprised of an equal number of parents and staff, works to review input from various educational partners in the school community including teachers, staff, parents, leadership, and community partners, along with student performance data to develop the school plan. A hard copy survey and input was collected and discussed at our last SSC meeting on 5/24/23 in person. The school plan and input on survey results were also discussed with the English Language Advisory Committee (ELAC) parent committee on 5/10/24 and was collected on hard copies and discussed in person. The Parent Teacher Association (PTA) met on 5/16/23 and discussed the school plan and input was collected on hard copies and discussed in person. Grade level PLT's met and discussed input on the school plan including student assessment results and feedback was collected on hard copies on 6/1/23. The Multi-Tier System of Support (MTSS) team, consisting of the Learning Center Teacher, MTSS TOSA and school psychologist, met with the principal to review data collected from educational partners and gave input on the school plan on 6/7/23.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	51	50	76
Grade 1	73	65	55
Grade 2	51	73	62
Grade3	36	62	75
Grade 4	59	42	65
Grade 5	63	66	45
Grade 6	47	76	66
Total Enrollment	380	434	444

Conclusions based on this data:

1. Student enrollment is has been consistently growing at Brandon since we returned from the pandemic.
2. Student enrollment has significantly grown in Kindergarten, 3rd Grade and 4th Grade.
3. Brandon is challenged by significant differences in grade level enrollment, which can impact staff by requiring grade level adjustments year to year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	75	82	73	19.7%	18.9%	16.4%
Fluent English Proficient (FEP)	27	33	43	7.1%	7.6%	9.7%
Reclassified Fluent English Proficient (RFEP)	2			2.7%		

Conclusions based on this data:

1. The percentage of English Learners at Brandon School has slightly decreased to less than 20%, and continues to decline.
2. Our preliminary data shows that a strong number of students at Brandon reclassify as Fluent English Proficient (RFEP).
3. It should be noted that California changed to a different initial and annual English Learner assessment in the spring of 2018 called the English Learner Proficiency Assessments for California (ELPAC).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33	64	77	0	64	75	0	64	75	0.0	100.0	97.4
Grade 4	55	43	64	0	38	63	0	38	63	0.0	88.4	98.4
Grade 5	57	67	45	0	67	44	0	67	44	0.0	100.0	97.8
Grade 6	45	77	65	0	77	64	0	77	64	0.0	100.0	98.5
All Grades	190	251	251	0	246	246	0	246	246	0.0	98.0	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2423.	2427.		25.00	26.67		21.88	26.67		25.00	12.00		28.13	34.67
Grade 4		2462.	2478.		28.95	20.63		21.05	33.33		23.68	28.57		26.32	17.46
Grade 5		2502.	2519.		22.39	34.09		26.87	20.45		22.39	22.73		28.36	22.73
Grade 6		2550.	2561.		23.38	31.25		38.96	34.38		19.48	20.31		18.18	14.06
All Grades	N/A	N/A	N/A		24.39	27.64		28.46	29.27		22.36	20.33		24.80	22.76

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.44	22.67		60.94	50.67		15.63	26.67
Grade 4		15.79	20.63		65.79	68.25		18.42	11.11
Grade 5		13.43	29.55		70.15	47.73		16.42	22.73
Grade 6		27.27	14.06		53.25	70.31		19.48	15.63
All Grades		20.73	21.14		61.79	59.76		17.48	19.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38	20.00		56.25	50.67		34.38	29.33
Grade 4		10.53	9.52		76.32	76.19		13.16	14.29
Grade 5		20.90	22.73		55.22	54.55		23.88	22.73
Grade 6		20.78	31.25		59.74	51.56		19.48	17.19
All Grades		16.26	20.73		60.16	58.13		23.58	21.14

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	16.00		79.69	69.33		7.81	14.67
Grade 4		10.53	15.87		78.95	74.60		10.53	9.52
Grade 5		17.91	13.64		68.66	77.27		13.43	9.09
Grade 6		27.27	20.31		64.94	75.00		7.79	4.69
All Grades		18.29	16.67		71.95	73.58		9.76	9.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.19	17.33		67.19	61.33		15.63	21.33
Grade 4		15.79	12.70		63.16	77.78		21.05	9.52
Grade 5		22.39	20.45		61.19	68.18		16.42	11.36
Grade 6		16.88	26.56		72.73	62.50		10.39	10.94
All Grades		18.29	19.11		66.67	67.07		15.04	13.82

Conclusions based on this data:

1. Student participation in CAASPP assessments was significantly high. Preliminary results show a continued high percentage of students participated (over 98%).
2. Preliminary results show an overall increase of students who met or exceeded the standard (53% in 21-22 and 56% in 22-23).
3. Preliminary results show an overall decrease of students who nearly met or are below the standard (47% in 21-22 and 44% in 22-23).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	33	64	77	0	64	75	0	64	75	0.0	100.0	97.4
Grade 4	55	43	64	0	38	63	0	38	63	0.0	88.4	98.4
Grade 5	57	67	45	0	67	44	0	67	44	0.0	100.0	97.8
Grade 6	45	77	65	0	77	64	0	77	64	0.0	100.0	98.5
All Grades	190	251	251	0	246	246	0	246	246	0.0	98.0	98.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2426.	2431.		18.75	17.33		29.69	26.67		25.00	28.00		26.56	28.00
Grade 4		2456.	2467.		10.53	20.63		28.95	22.22		28.95	25.40		31.58	31.75
Grade 5		2470.	2479.		11.94	15.91		16.42	15.91		28.36	22.73		43.28	45.45
Grade 6		2552.	2536.		27.27	20.31		25.97	26.56		18.18	26.56		28.57	26.56
All Grades	N/A	N/A	N/A		18.29	18.70		24.80	23.58		24.39	26.02		32.52	31.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.31	20.00		48.44	50.67		31.25	29.33
Grade 4		13.16	23.81		50.00	42.86		36.84	33.33
Grade 5		13.43	15.91		44.78	38.64		41.79	45.45
Grade 6		32.47	25.00		44.16	50.00		23.38	25.00
All Grades		21.14	21.54		46.34	46.34		32.52	32.11

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.13	28.00		43.75	48.00		28.13	24.00
Grade 4		21.05	22.22		44.74	46.03		34.21	31.75
Grade 5		13.43	13.64		47.76	40.91		38.81	45.45
Grade 6		22.08	14.06		51.95	56.25		25.97	29.69
All Grades		21.14	20.33		47.56	48.37		31.30	31.30

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.31	20.00		60.94	60.00		18.75	20.00
Grade 4		21.05	12.70		52.63	66.67		26.32	20.63
Grade 5		10.45	13.64		59.70	59.09		29.85	27.27
Grade 6		22.08	21.88		68.83	50.00		9.09	28.13
All Grades		18.29	17.48		61.79	58.94		19.92	23.58

Conclusions based on this data:

1. Student participation in CAASPP assessments was significantly high. Preliminary results show a continued high percentage of students participated (over 98%).
2. There is a significant reduction of students overall percentage of students on/above grade level (60% prior to the pandemic) and (43% after the pandemic). Additionally, there is an increase of the overall percentage of students who are not yet achieving on grade level (40% prior to pandemic) and (57% after pandemic). Preliminary results show an increase of students who did not meet the standard (58%) and a decrease of students who met or exceeded the standard (42%).
3. Performance on claims indicates a sizable reduction of student achievement above grade level.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1472.1	*	1391.2	1497.2	*	1401.9	1413.2	*	1366.1	18	8	18
1	1446.3	1445.6	*	1483.1	1462.5	*	1408.8	1428.4	*	13	17	6
2	*	1472.2	1498.4	*	1470.6	1499.1	*	1473.3	1497.1	9	11	16
3	*	1490.2	1486.0	*	1489.5	1479.3	*	1490.2	1492.0	6	12	12
4	*	1506.2	*	*	1503.1	*	*	1508.9	*	10	11	9
5	*	1530.7	*	*	1529.8	*	*	1531.1	*	9	11	10
6	*	*	*	*	*	*	*	*	*	4	9	6
All Grades										69	79	77

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	*	22.22	50.00	*	16.67	22.22	*	16.67	0.00	*	44.44	18	*	18
1	7.69	11.76	*	23.08	11.76	*	46.15	58.82	*	23.08	17.65	*	13	17	*
2	*	9.09	12.50	*	27.27	56.25	*	45.45	31.25	*	18.18	0.00	*	11	16
3	*	8.33	0.00	*	50.00	41.67	*	33.33	58.33	*	8.33	0.00	*	12	12
4	*	18.18	*	*	45.45	*	*	27.27	*	*	9.09	*	*	11	*
5	*	9.09	*	*	81.82	*	*	9.09	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	20.29	17.72	20.78	43.48	35.44	38.96	30.43	35.44	23.38	5.80	11.39	16.88	69	79	77

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	*	16.67	33.33	*	22.22	16.67	*	22.22	0.00	*	38.89	18	*	18
1	46.15	23.53	*	23.08	35.29	*	23.08	29.41	*	7.69	11.76	*	13	17	*
2	*	27.27	37.50	*	36.36	43.75	*	27.27	18.75	*	9.09	0.00	*	11	16
3	*	8.33	16.67	*	75.00	41.67	*	8.33	33.33	*	8.33	8.33	*	12	12
4	*	36.36	*	*	36.36	*	*	18.18	*	*	9.09	*	*	11	*
5	*	36.36	*	*	63.64	*	*	0.00	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	49.28	31.65	33.77	36.23	41.77	33.77	13.04	17.72	16.88	1.45	8.86	15.58	69	79	77

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	*	11.11	33.33	*	11.11	44.44	*	33.33	11.11	*	44.44	18	*	18
1	0.00	11.76	*	15.38	5.88	*	30.77	29.41	*	53.85	52.94	*	13	17	*
2	*	9.09	12.50	*	27.27	25.00	*	27.27	62.50	*	36.36	0.00	*	11	16
3	*	0.00	0.00	*	25.00	41.67	*	50.00	33.33	*	25.00	25.00	*	12	12
4	*	9.09	*	*	27.27	*	*	36.36	*	*	27.27	*	*	11	*
5	*	0.00	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.14	6.33	7.79	27.54	22.78	32.47	37.68	43.04	37.66	24.64	27.85	22.08	69	79	77

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	*	16.67	66.67	*	44.44	11.11	*	38.89	18	*	18
1	23.08	29.41	*	69.23	58.82	*	7.69	11.76	*	13	17	*
2	*	27.27	18.75	*	54.55	81.25	*	18.18	0.00	*	11	16
3	*	41.67	8.33	*	50.00	75.00	*	8.33	16.67	*	12	12
4	*	72.73	*	*	18.18	*	*	9.09	*	*	11	*
5	*	18.18	*	*	81.82	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	24.64	35.44	25.97	68.12	54.43	57.14	7.25	10.13	16.88	69	79	77

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	83.33	*	22.22	16.67	*	22.22	0.00	*	55.56	18	*	18
1	61.54	23.53	*	15.38	70.59	*	23.08	5.88	*	13	17	*
2	*	36.36	43.75	*	45.45	56.25	*	18.18	0.00	*	11	16
3	*	50.00	33.33	*	41.67	41.67	*	8.33	25.00	*	12	12
4	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
5	*	81.82	*	*	18.18	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	76.81	44.30	40.26	18.84	46.84	35.06	4.35	8.86	24.68	69	79	77

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.56	*	11.11	94.44	*	44.44	0.00	*	44.44	18	*	18
1	0.00	11.76	*	53.85	17.65	*	46.15	70.59	*	13	17	*
2	*	18.18	18.75	*	36.36	68.75	*	45.45	12.50	*	11	16
3	*	0.00	0.00	*	75.00	75.00	*	25.00	25.00	*	12	12
4	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
5	*	9.09	*	*	72.73	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.04	8.86	10.39	63.77	49.37	61.04	23.19	41.77	28.57	69	79	77

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	44.44	*	33.33	27.78	*	22.22	27.78	*	44.44	18	*	18
1	0.00	5.88	*	38.46	76.47	*	61.54	17.65	*	13	17	*
2	*	18.18	18.75	*	81.82	81.25	*	0.00	0.00	*	11	16
3	*	16.67	16.67	*	66.67	75.00	*	16.67	8.33	*	12	12
4	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
5	*	9.09	*	*	90.91	*	*	0.00	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.94	17.72	29.87	53.62	73.42	53.25	30.43	8.86	16.88	69	79	77

Conclusions based on this data:

1. Preliminary results show an increase of students performing on level 4 overall (18% in 21-22 and 21% 22-23).
2. In looking at the domains, reading has been the primary challenge for students, with 42% of language learners at the beginning stages, with the majority of multilingual learners demonstrating strength in listening, speaking, and writing. In looking at our preliminary data, our students show an increase in reading scores with a decrease in number of language learners at the beginning stages (28% 22-23). Our preliminary data shows that 72% of our language learners demonstrated proficiency in the reading domain.
3. The number of students who continue to take the ELPAC assessment in upper grades indicates that multilingual students are not yet progressing to reclassification in the timeline as needed.

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
434	35.3	18.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Brandon 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	82	18.9
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	153	35.3
Students with Disabilities	50	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.6
American Indian	1	0.2
Asian	8	1.8
Filipino	7	1.6
Hispanic	232	53.5
Two or More Races	24	5.5
Pacific Islander		
White	154	35.5

Conclusions based on this data:

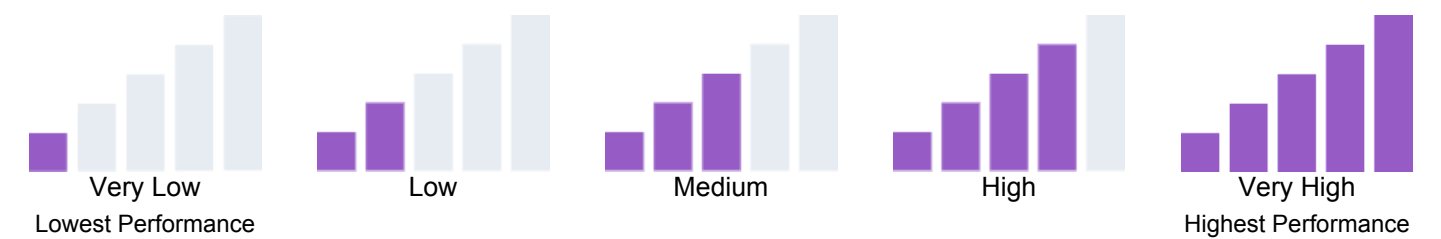
1. The data presented reflects the 21-22 dashboard. The dashboard is updated annually in December.
2. According to the 21-22 dashboard data, approximately 35% of our students are socioeconomically disadvantaged, 19% of our students are identified as learning English as an additional language, and 12% of our students have a disability.
3. According to the 21-22 dashboard data, 54% of our student population are Latinx and 36% percent are white.

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).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Medium</div>	<div>Chronic Absenteeism</div> <div>High</div>	<div>Suspension Rate</div> <div>Very Low</div>
<div>Mathematics</div> <div>Medium</div>		
<div>English Learner Progress</div> <div>Low</div>		

Conclusions based on this data:

1. According to the 2022 Dashboard results, student performance in English Language Arts and Math overall is medium.
2. According to the 2022 Dashboard results, English Learner Progress is low. Increase in ELD progress could affect and increase ELA and math performance.

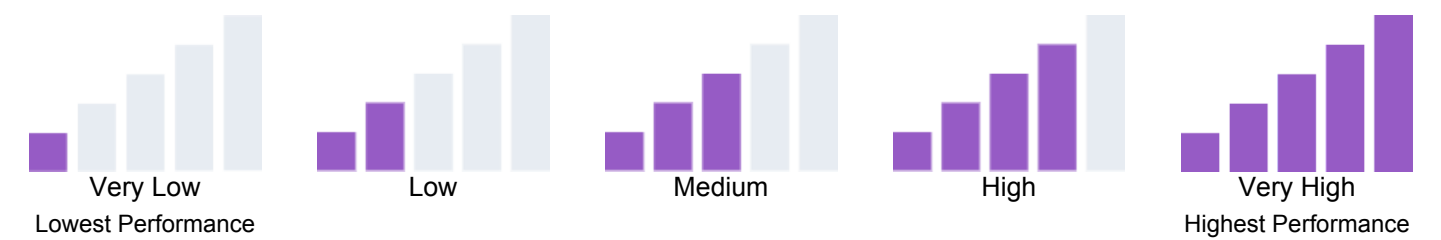
3. According to the 2022 Dashboard results, suspension rates were very low and chronic absenteeism was high. Behavior may not be affecting student achievement, however the high number of absences could be affecting student progress.

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).



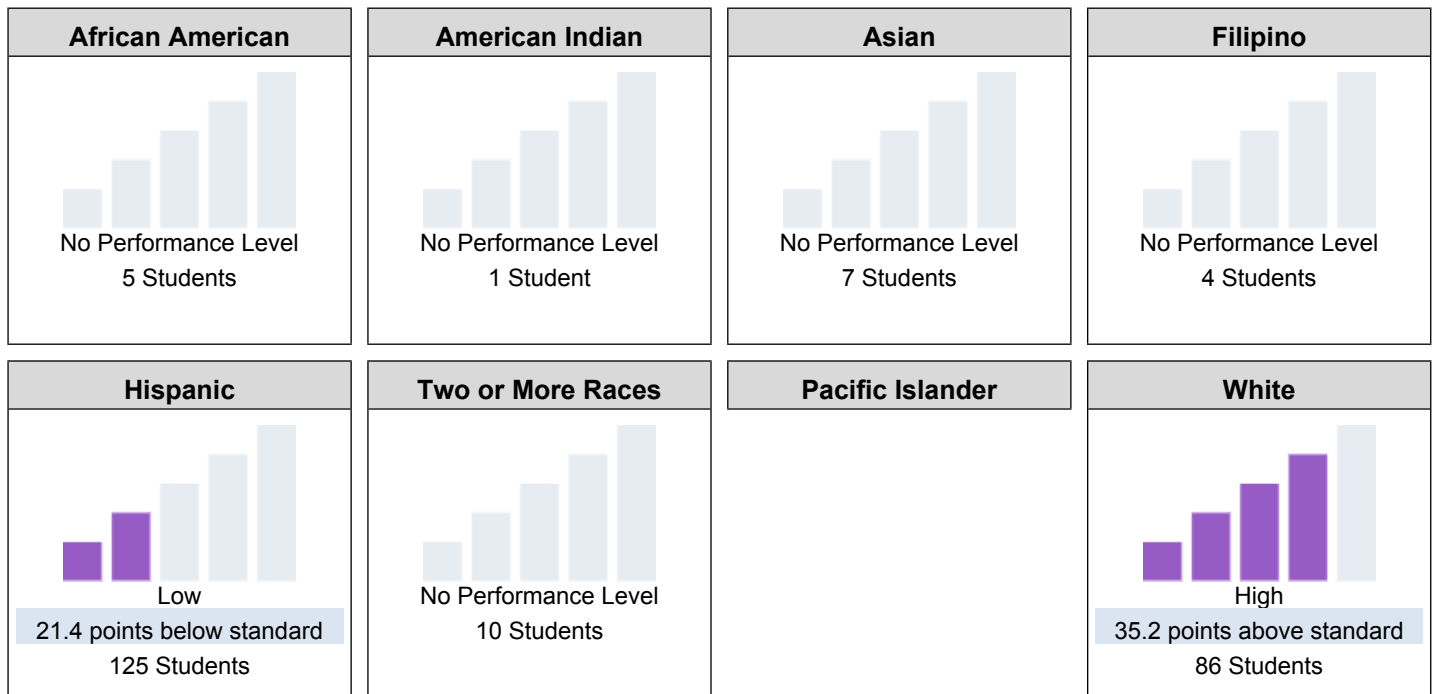
This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	0

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		
<div>All Students</div> <div><p>Medium</p><p>2.8 points above standard</p><p>238 Students</p></div>	<div>English Learners</div> <div><p>Low</p><p>25.9 points below standard</p><p>57 Students</p></div>	<div>Foster Youth</div> <div><p>No Performance Level</p><p>0 Students</p></div>
<div>Homeless</div> <div><p>Low</p><p>21.2 points below standard</p><p>79 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Low</p><p>21.2 points below standard</p><p>79 Students</p></div>	<div>Students with Disabilities</div> <div><p>Very Low</p><p>97.9 points below standard</p><p>31 Students</p></div>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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
74.1 points below standard 35 Students	50.7 points above standard 22 Students	12.9 points above standard 175 Students

Conclusions based on this data:

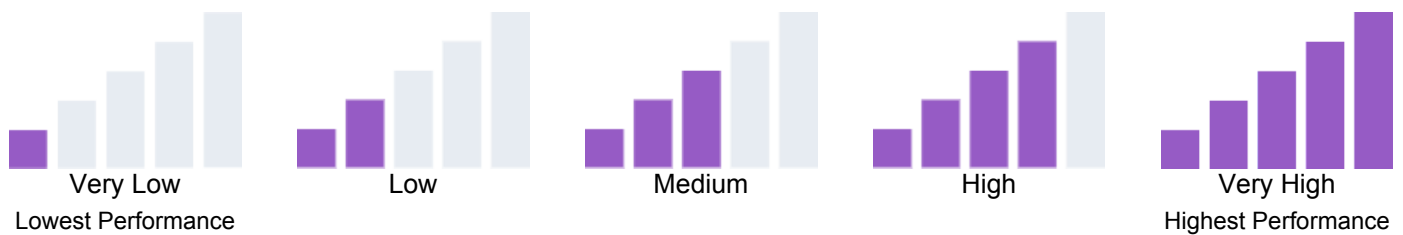
1. Preliminary results shows that students have increased overall performance in English Language Arts.
2. Preliminary results show that English learners increased their English language arts/literacy performance, although there is still more progress to be made to close the opportunity gap between all students. According to the 2022 Dashboard results, English Language Learners scored 26 points below the standard score, receiving a low performance rating. In addition, our Latinx students scored 21 points below the standard, receiving a low performance rating and our white students scored 35 points above the standard, receiving a high performance rating.
3. Preliminary results show that students with disabilities increased their language arts/literacy performance, although there is still more progress to be made to reduce the gap between SWD and all students. According to the 2022 Dashboard results, SWD scored 98 points below the standard, receiving a very low performance rating. In addition, socio economically disadvantaged students scored 21 points below the standard, receiving a low performance rating.

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).



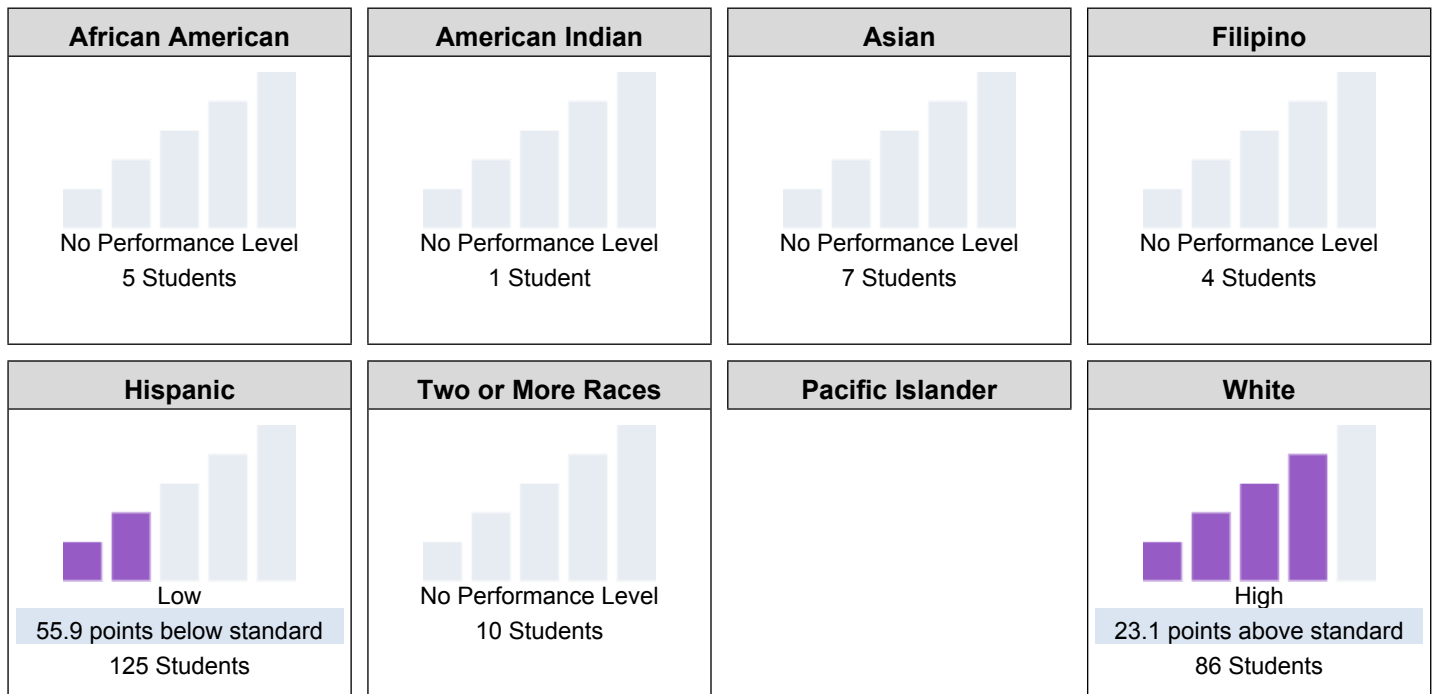
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	1	0

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 Medium 23.4 points below standard 238 Students	English Learners Low 61.9 points below standard 57 Students	Foster Youth No Performance Level 0 Students
Homeless 	Socioeconomically Disadvantaged Low 53.0 points below standard 79 Students	Students with Disabilities Very Low 114.9 points below standard 31 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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
99.4 points below standard 35 Students	2.4 points below standard 22 Students	10.7 points below standard 175 Students

Conclusions based on this data:

1. Preliminary results shows that students have decreased in overall performance in Mathematics. According to the 2022 Dashboard results, overall student performance was 23 points below the standard, receiving a performance rating of medium.
2. According to the 2022 Dashboard results, English learners scored 62 points below the standard, receiving a performance rating of low. Students identified as socioeconomically disadvantaged scored 53 points below the standard, receiving a performance rating of low. In addition, white students scored 23 points above the standard, receiving a performance rating of high. There is progress to be made to close the opportunity gap between all students.
3. According to the 2022 Dashboard results, students with disabilities scored 115 points below the standard, receiving a performance level of very low. There is still more progress to be made to reduce the gap between SWD and all students.

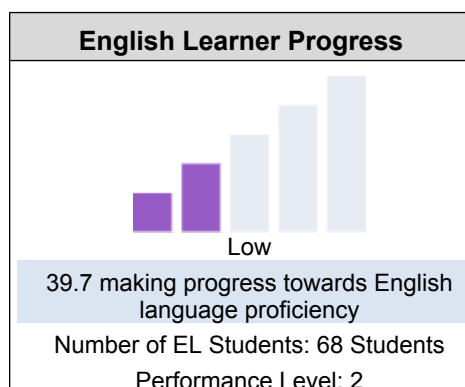
School and Student Performance Data

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



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
38.2%	22.1%	4.4%	35.3%

Conclusions based on this data:

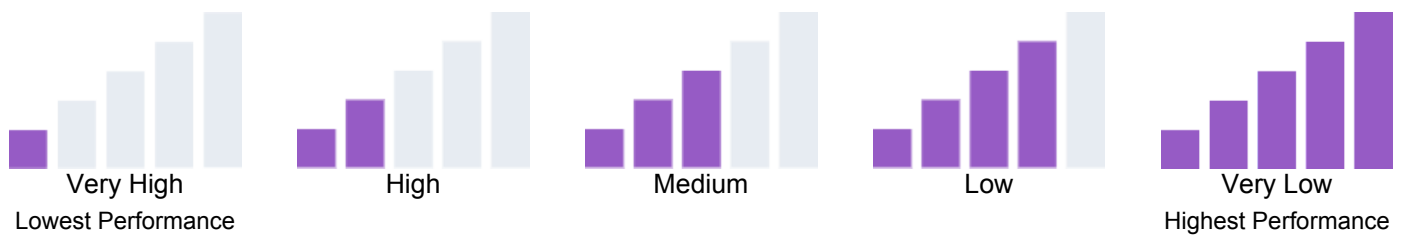
1. Preliminary data shows that English Language Learners who received overall proficient growth has increased.
2. According to the 2022 Dashboard results, approximately 40% of English Language Learners are making progress towards English Language proficiency.
3. Approximately 62% of students maintained or progressed in their EL levels, however 39% students decreased in their ELPI level. There is still progress to be made to continue student progress and increase the number of students who qualify to reclassify as Fluent English Proficient (RFEP).

School and Student Performance Data

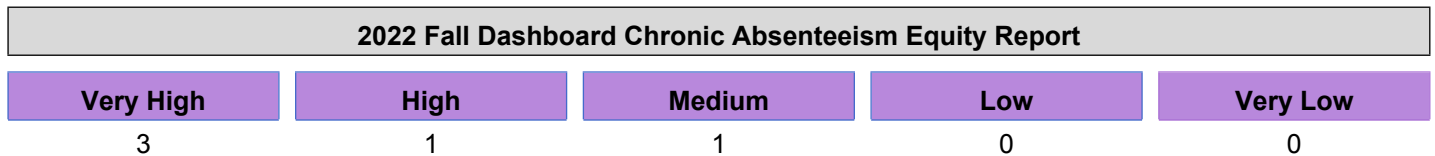
Academic Engagement Chronic Absenteeism

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](#).

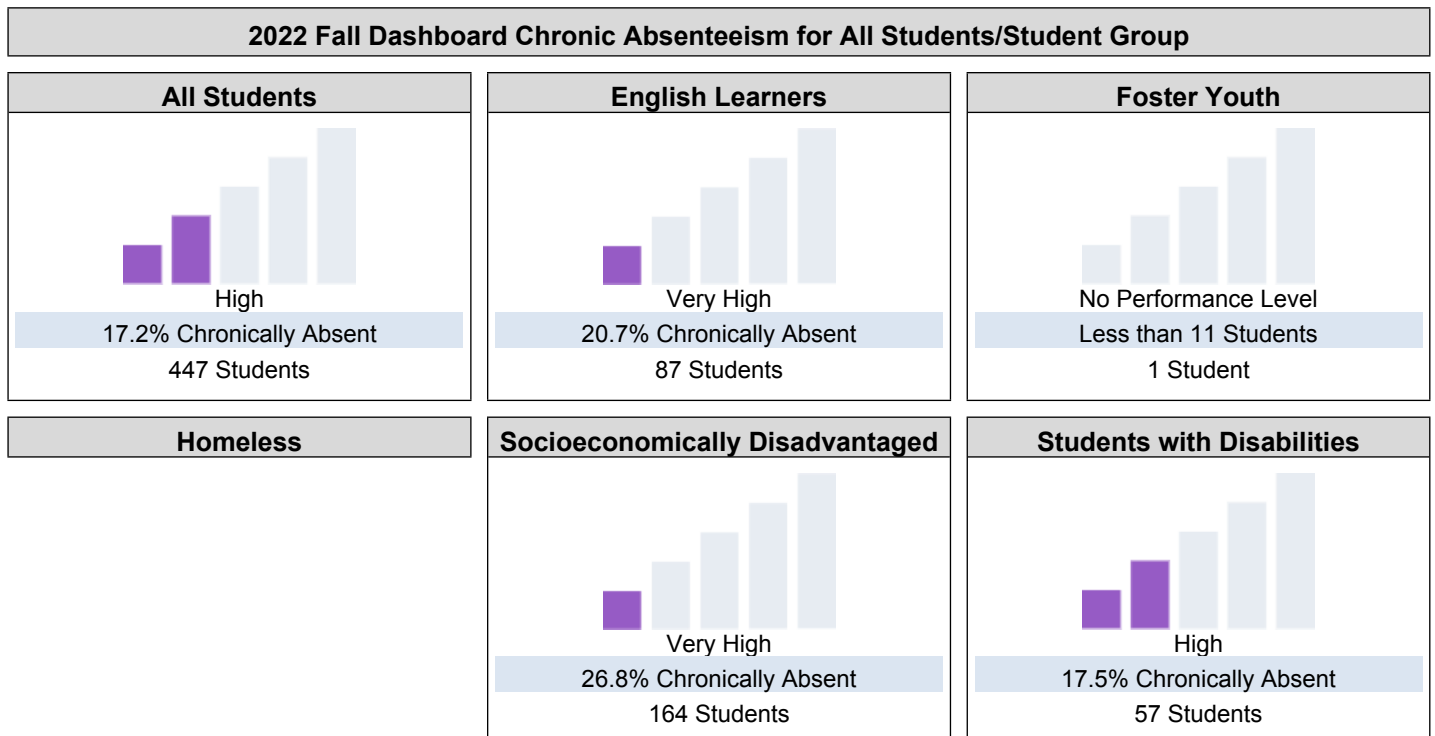
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



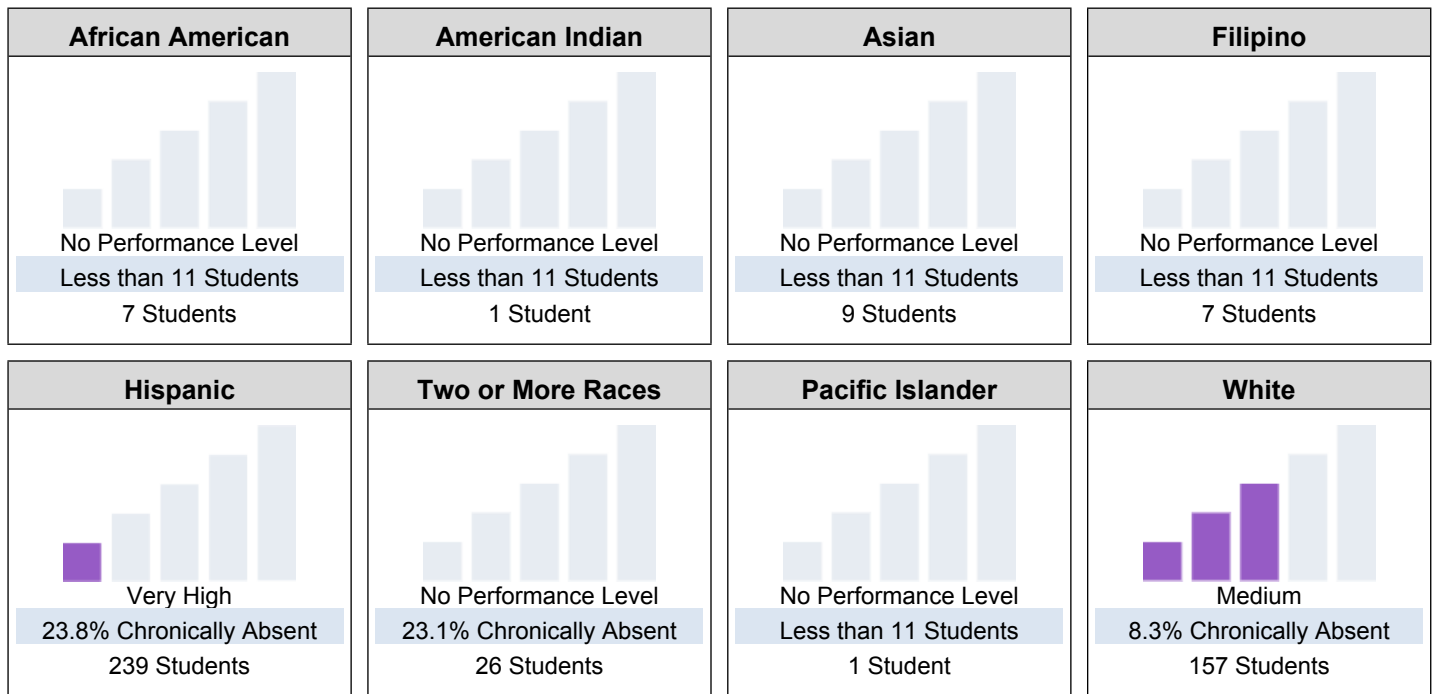
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

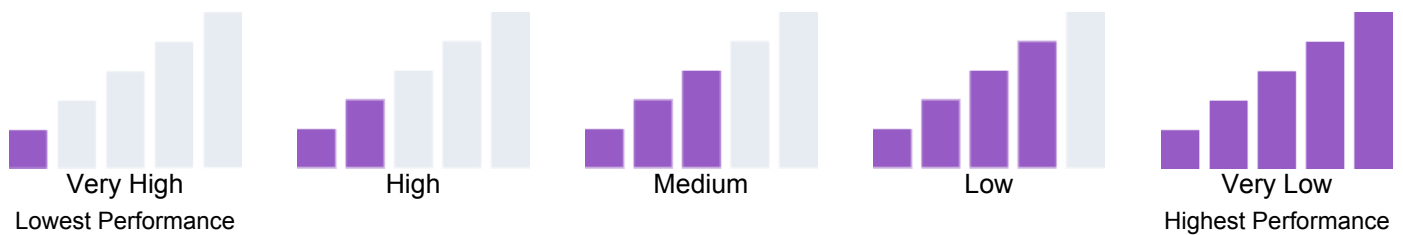
1. According to the 2022 Dashboard results, our overall chronic absenteeism is high (17%). Our preliminary data for 2023 shows an increase of chronic absenteeism. The rate of absences could be having an affect on student achievement.
2. According to the 2022 Dashboard results, English Language learners (21%) and socio economically disadvantaged students (27%) have a performance rating of very high chronic absenteeism. Students with disabilities (18%) have a performance rating of high chronic absenteeism. Improving attendance for all student groups could increase student achievement.
3. According to the 2022 Dashboard results, Latinx students (24%) have a performance rating of very high for chronic absenteeism, while white (8%) have a medium rating. Continued work to increase attendance rates for all student groups could increase student achievement.

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).



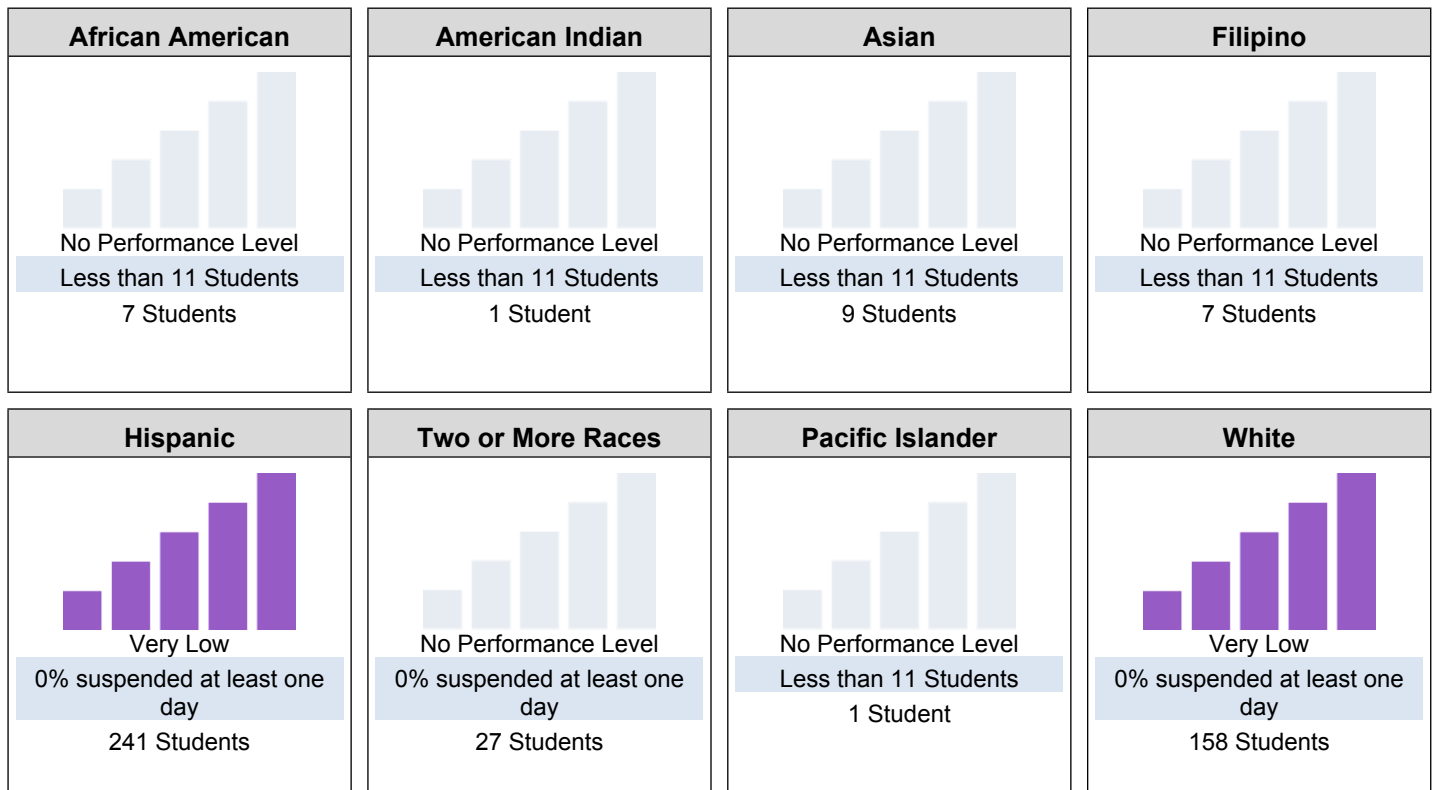
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	5

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
<p>Very Low</p> <p>0% suspended at least one day</p> <p>451 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>88 Students</p>	<p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very Low</p> <p>0% suspended at least one day</p> <p>167 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>167 Students</p>	<p>Very Low</p> <p>0% suspended at least one day</p> <p>57 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. According to the 2022 Dashboard results, 0 students were suspended. Overall, the conditions and climate contributing to a positive learning experience are present.
2. According to preliminary results for the 22-23 school year, 6 students were suspended. Student groups were equally represented.
3. Work can be done to decrease the number of suspensions and continue the conditions and climate contributing to a positive learning experience.

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/Literacy

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 1

All students will demonstrate at least a year's growth in English Language Arts/Literacy to achieve grade level or above proficiency as measured by the STAR 360 Early Literacy, STAR 360 Reading, and SBAC assessments.

Identified Need

Spring 2022 State and current local (STAR 360) data indicates that while many students are having success, a significant number of students have room to improve their proficiency. Additionally, by looking at individual students' growth data, grade level professional learning teams are able to better target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Spring Early Literacy – Proficiency	<p>Spring 2023 Data Kindergarten: Early Literacy Proficiency Overall At/Above = 72% Intervention = 17% Student Group by Ethnicity* Latinx = 57% White = 86%</p> <p>Spring 2022 Data Kindergarten: Early Literacy Proficiency Overall At/Above = 77% Intervention = 11% Student Group by Ethnicity* Latinx = 62% White = 90%</p> <p>Spring 2021 Data Kindergarten: Early Literacy Proficiency Overall At/Above % = 61% Intervention % = 27% Student Group by Ethnicity*</p>	Increase the overall proficiency in Early Literacy to 85% or greater. Decrease the number percentage of students needing intervention to less than 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Latinx = 61%</p> <p>White = 77%</p>	
STAR 360 Spring Reading – Proficiency	<p>Spring 2023 Data</p> <p>STAR 360 Reading Proficiency</p> <p>Overall at/above = 63%</p> <p>Intervention = 24%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 50%</p> <p>White = 79%</p> <p>Spring 2022 Data</p> <p>STAR 360 Reading Proficiency</p> <p>Overall at/above = 59%</p> <p>Intervention = 29%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 44%</p> <p>White = 77%</p> <p>Spring 2021 Data</p> <p>STAR 360 Reading Proficiency</p> <p>Overall at/above = 63%</p> <p>Intervention = 26%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 44%</p> <p>White = 79%</p>	<p>Increase the number of students meeting and exceeding proficiency in Reading as measured by the STAR 360 to 70%. Decrease the number of students needing intervention to less than 15%.</p>
STAR 360 Spring Reading – Growth	<p>2023 Fall to Spring, Student Growth Percentile (SGP)</p> <p>Overall Typical/Above Average Growth = 73%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 74%</p> <p>White = 73%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>2022 Fall to Spring, Student Growth Percentile (SGP)</p> <p>Overall Typical/Above Average Growth = 66%</p> <p>Student Group by Ethnicity</p> <p>Latinx = 63%</p> <p>White = 68%</p>	<p>100% of students will demonstrate typical or above average growth.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>*Only statistically significant student groups represented in data above.</p> <p>2021 Fall to Spring, Student Growth Percentile (SGP) Overall Typical/Above Average Growth = 61% Student Group by Ethnicity Latinx = 58% White = 64%</p> <p>*Only statistically significant student groups represented in data above.</p>	
SBAC - Spring Data Overall English Language Arts/Literacy Achievement	<p>Spring 2023 SBAC Data (Preliminary Data)</p> <p>Overall Met/Exceeded: 56% Student Group by Ethnicity Latinx = 40% White = 77%</p> <p>Overall Achievement Standards: (Preliminary Data) Exceeded = 27% Met = 30% Nearly Met = 21% Not Met = 23%</p> <p>Spring 2022 SBAC Data</p> <p>Overall Met/Exceeded: 53% Student Group by Ethnicity Latinx = 38% White = 72%</p> <p>Overall Achievement Standards: Exceeded = 24% Met = 29% Nearly Met = 22% Not Met = 25%</p>	Increase the number of students meeting and exceeding proficiency in Reading, as measured by the SBAC, to 61%. Decrease the number of students not meeting proficiency to less than 20%.
Chronic Absences - Spring Data	Spring 2023 Chronic Absence Data	Decrease the chronic absence rate to less than 20%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Overall: 27% Latinx = 31% White = 24% Students with disabilities = 44% Multilingual = 32% Non ML = 27% Grade Level Chronic Absences TK = 55% Kindergarten = 36% 1st Grade = 33% 2nd Grade = 34% 3rd Grade = 21% 4th Grade = 22% 5th Grade = 21% 6th Grade = 18%	

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, including subgroups, will be served by this strategy.

Strategy/Activity

Grade level professional learning teams will evaluate and ensure students understand the learning targets/goals of the learning activities. Grade level professional learning teams will continue to administer common formative assessments within units of instruction with a common window and rubric. Professional learning teams will monitor student progress and growth together by analyzing benchmark, common formative assessments and student work samples. Specific attention will be given to monitoring the progress and growth of disaggregated student groups (e.g., ethnicity, language status, and sped status). Teachers will review student data reports available that indicate student progress. Examples include Schoolzilla, ELlevation, DESSA, KSEP and Renaissance for student achievement, absence, and social-emotional data. Another set of data reports are the student usage and progress reports from regularly utilized supplemental curriculum subscriptions (e.g., Lexia, Freckle, Accelerated Reader, etc.).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including subgroups, will be served by this strategy.

Strategy/Activity

In addition to the collaborative work of the grade level professional learning teams, the school site Multi-Tiered System of Support (MTSS) Team, will also monitor student progress regularly. The MTSS Team, which is comprised of the principal, the Learning Center Teacher, the school psychologist, and the MTSS Teacher on Special Assignment (TOSA), will meet weekly to monitor overall student progress, and the progress of student groups, school-wide. The Guiding Coalition (G-CO), which is comprised of the MTSS team, each grade level representative, and the special education teachers, will meet together monthly to review student progress, highlight successful strategies together, and identify strategies to support increased student growth. The MTSS TOSA will help monitor students who are not yet proficient and provide classroom support including coaching, strategies and instructional support. The Learning Center Teacher will continue to help monitor students in Tier 3 that include the most intensive groups. The special education teachers will help monitor our students with disabilities and will collaborate monthly with teachers, by attending grade level PLT's to monitor growth, share successful strategies and ensure students are making adequate progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
-----------	-----------

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including subgroups, will be served by this strategy.

Strategy/Activity

Grade level professional learning teams will discuss best curriculum and instructional strategies to support students with differentiation during tier one instruction, as well as flexibly group students who need intervention or extension during core (tier 1) instruction and target intervention/extension times (tier 2), based on grade level standards. Teachers will receive professional development to support the implementation of curriculum use and instructional strategies to provide rigor and grade level essential standard instruction to students. This includes TK-3rd grade teachers participating in Science of Reading modules. The LCT & MTSS TOSA will support PLT's in ensuring teachers know how to use data to target student needs. Grade level PLT's will use a common Google document to record their PLT meetings to track student progress, document actions/steps to support student learning and take notes. The Google document will be access in our Guiding Coalition meetings as part of our PLC process.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students, including subgroups, will be served by this strategy.

Strategy/Activity

Teachers regularly communicate with parents regarding their child's learning goals, growth and students' STAR 360 progress and/or DIBELS assessments, as well as seek input regarding supports needed to help with their child's success. Requisite language interpretation will continue to be available to remove all language barriers associated with parent/school communication. Staff will encourage parent participation by increasing opportunities for volunteers in school activities including supporting a classroom center or small group. Parent engagement evening opportunities will be provided with events that include reading and math support. Staff, including principal, will communicate at parent conferences, PTA, SSC, ELAC and any other parent committee/meeting, the importance of attendance and the impact attendance has on learning. Staff will also increase family support with translations in all school events. Homework will be vertically aligned with grade level teams. Principal will meet with families and staff to encourage increasing attendance rates.

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)

All students, including subgroups, will be served by this strategy.

Strategy/Activity

A leadership team consisting of principal, MTSS TOSA, school psychologist, teachers and other support staff will participate in year 2 of training on Positive Behavioral Interventions and Supports (PBIS). The Brandon PBIS team will continue to train and support staff with PBIS implementation at monthly staff meetings. Staff will commit to implementing the school-wide matrix with behavioral expectations, responses, and restorative practices across all settings. Teachers will refer to our WAVES acronym and school matrix daily to remind students of positive behavior expectations. The PBIS team will help lead staff in implementing an additional high frequency school-wide acknowledgement system. Teachers will use the Second Step curriculum to teach a weekly SEL lesson. Teachers will ensure that their classroom has a classroom matrix posted that students can access. The classroom matrix will be referred to daily and it sets the positive behavior expectations for all learning activities and movement in the classroom. The leadership team will communicate monthly via Parent Square to share updates and successes with Year 2 PBIS implementation. Teachers will share with parents their classroom matrix and expectations. Additionally, the principal, school psychologist and MTSS TOSA will work collaboratively with the on-site Expanded Learning after-school program staff leads to support student safety, education, and enrichment. The team will also ensure that all staff, including para-educators, playground supervisors and all specialist, are trained in PBIS. Staff will participate in professional development using Speak Up at

School materials to reduce race based trauma. Staff will participate in professional development with Dr. Anthony Muhammad and participate in an equity inventory to ensure all students learn.

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: 2022-23

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.

Grade level professional learning teams (PLT's) met regularly to discuss supporting students, analyzed data from common formative assessments (CFA's), discussed essential standards, continued to build unit lessons and monitored students in Tier 2 and Tier 3. Staff were trained in the use of Schoolzilla with embedded opportunities to practice throughout the year as teams monitor their student progress. As a site, structures were developed to support targeted instruction. Tier 2 was revamped and solidified. new Tier 2 teachers were hired and trained with weekly check-ins with the principal and MTSS TOSA. Staff was trained on DIBELS resources/lessons accessible for student use. Teachers implemented DIBELS lesson in Tier 2 instruction. The MTSS team met weekly to monitor and discuss student progress. Pathways were established for entering and exiting intensive general education support with a learning center teacher during tier three targeted intervention time. Supplemental subscriptions were made available for student use with inconsistent implementation and progress review by teachers. Staff communicated with parents regarding their children's learning goals with interpretation as needed. Teachers sent home monthly Star 360 reports for early literacy or reading and math. Our Kindergarten did not meet our expected outcome of 82% proficient; however, students exceeded their growth goal at 74%. 1st-6th grade students taking the Star 360 reading assessment scored 63% overall proficiency. They were short by %1 in meeting the reading goal. The expected reading growth goal was 75%. 1st-6th grade students had 73% meet their growth proficiency goal. Students taking the SBAC had an ELA goal of 58% proficient. Our preliminary results claim that 56% made proficiency levels. In looking at all of the data, our students overall made growth and showed improvement. We continue to have an opportunity gap with our Latinx, language learners and students with disabilities.

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

There was no significant difference between the intended implementation of the budget and the expenditures.

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

Our next steps will be to continue to work as Professional Learning Teams to ensure students can articulate their learning goals and make expected outcomes in proficiency levels and growth. Beginning in the 2023-24 school year, all teachers will have attended a PLC conference. Teachers will administer common formative assessments within a common window so they can analyze the data together to support improved practices. Teacher teams will continue to build their tier two and three systems of intervention and extension, utilizing flexible grouping based on common assessment data. Both grade level professional learning teams, G-CO and the site MTSS team will monitor student progress to ensure all students are on track for success. Teachers will participate in professional development to support curriculum use, instructional strategies, and differentiation. The PBIS leadership team will participate in year 2 of PBIS training and will provide support and lead professional development and monitor implementation at monthly staff meetings.

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 Development

LEA/LCAP Goal

Goal 1: All students learning English as an additional language will increase their overall English proficiency and academic achievement.

Goal 2

Teachers will support Multilingual Learner students, and monitor students' progress with oral language production, and growth on measured assessments such as the ELPAC, STAR, SBAC and/or other assessments that monitor language growth.

Identified Need

Informal observations, student performance data, and data indicate that developing opportunities and scaffolding to produce oral language across the curriculum and throughout the school day continue to be an area of need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Proficiency	<p>Summative ELPAC for 2023 Level 4: 21% Level 3: 40% Level 2: 22% Level 1: 17%</p> <p>Summative ELPAC for 2022 Level 4: 18% Level 3: 35% Level 2: 35% Level 1: 11%</p> <p>Summative ELPAC for 2021 Level 4: 20% Level 3: 43% Level 2: 30% Level 1: 6%</p>	Increase the percentage of students achieving a Level 4, to be eligible for reclassification, to 30%.
STAR 360 Reading Proficiency for Multilingual Learners	STAR 360 Spring 2023 Multilingual Learner (MLL): 28% Initially Fully English Proficient (IFEP): 63% Reclassified Fully English Proficient: (RFEP) 62%	Increase the STAR 360 reading achievement of multilingual learners to 40% and increase the reading achievement of IFEP and RFEP students to 70%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>STAR 360 Spring 2022 Multilingual Learner (MLL): 21%</p> <p>Initially Fully English Proficient (IFEP): 64%</p> <p>Reclassified Fully English Proficient: (RFEP) 47%</p>	
STAR 360 Reading Growth for Multilingual Learners	<p>2022-2023 Fall to Spring STAR 360 Reading Growth</p> <p>% Students Typical/High Growth: English Language Learner = 75% Initially Fully English Proficient = 81% Reclassified Fully English Proficient = 73% Non-English Language Learner = 72%</p> <p>2021-2022 Fall to Spring STAR 360 Reading Growth</p> <p>% Students Typical/High Growth: English Language Learner = 48% Initially Fully English Proficient = 64% Reclassified Fully English Proficient = 68% Non-English Language Learner = 72%</p> <p>2020-2021 Fall to Spring STAR 360 Reading Growth</p> <p>% Students Typical/High Growth: English Language Learner = 51% Initially Fully English Proficient = 50% Reclassified Fully English Proficient = 90%</p>	100% of Language Learners will make typical or high growth.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Non-English Language Learner = 61%	

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

Credentialed staff and principal will participate in year 2 of professional development during staff meetings, professional learning team meetings, and through job-embedded coaching with Dr. Carlos Pagán from the Santa Barbara County Office of Education with the goal of improving outcomes for students learning English as an additional language. Dr. Pagan will work with staff to develop lesson plans and utilize district curriculum including ELD Wonders, the SBCEO toolkit and ELPAC test preparation materials. In addition, staff will use Heggerty phonemic awareness for TK-3rd grade and SIPPS for K-4th and 6th grade to support early literacy to our English language learners. Students will continue to participate in 30 minutes of designated ELD daily. Language development learning goals will be communicated to parents at conferences and at ELAC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Administration and teachers will continue to use of the "ELlevation" data analysis program to be informed of student needs regarding ELPAC language levels, students who are eligible for reclassification, and monitoring of ML and reclassified students. Schoolzilla will be utilized to monitor multilingual learners and reclassified students on their English language arts and math achievement. Teachers will also use DIBELS and Star 360 to monitor early literacy and reading progress of multilingual students. The MTSS team and Kindergarten team will use the KSEP to identify early intervention needs of multilingual learners. All PLT, MTSS and SpEd teams will monitor the DESSA to track social emotional learning and ensure students are receiving support as needed. The Learning Center teacher and MTSS TOSA will support and help monitor student progress of our ML's.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Teachers will use structured language practices and partner/group roles and protocols to ensure that all students, especially those learning English as an additional language, have ample opportunities to practice using language. Observations and teacher self-assessment will demonstrate a steady increase in the number of structured language practices and routines in use and the frequency/complexity of student oral language production. Teachers will work to increase student conversations and partner talk to increase oral language skills. Principal will monitor instructional minutes to ensure the proper amount of core instruction is designated as well as ELD lessons.

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)

English Learners

Strategy/Activity

Principal and staff will increase parent engagement for multilingual learners and encourage parent volunteers. Principal will work with site leadership teams to develop parent engagement opportunities to support ML families in home activities including reading, math and supporting attendance. Requisite language interpretation will continue to be available to remove all language barriers associated with parent/school communication.

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)

All students, including subgroups, will be served by this strategy.

Strategy/Activity

Staff will visible post signs and graphics to demonstrate all cultures and people are valued at school. Teachers will use district website DEI resources to promote classroom activities to support monthly heritage themes. Principal will encourage staff to take the "My Name, My Identity" pledge to pronounce student and parent names correctly to help make our community feel welcome on campus.

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: 2022-23

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.

All English language learners participated in 30 minutes of daily designated English language development. Teachers identified language objectives they focused on and used Wonders ELD curriculum plus additional supplemental resources provided by the district. A handful of teachers used additional resources. Language development goals and present levels were shared with parents during conferences. The student information system, "ELlevation" was utilized to monitor students eligible for reclassification, as well as to monitor progress of students classified as fully English proficient. Students learning English as an additional language participated in the summative English language proficiency assessment of California (ELPAC). Teachers reviewed ELPAC data and achievement data of students learning English as an additional language to monitor student progress. Teachers collaborated in PLT's weekly to discuss student progress using data collected from CFA's and district assessments. Teachers also participated in professional development with Dr. Pagan, SBCOE, regarding ELD best practices. Professional development included classroom observations, workshops and modeling.

Progress was made and our multilingual learners made growth. Our preliminary data shows that 14 ML students reclassified as RFEP. According to our Star 360 data, 28% of ML's demonstrated proficiency towards reading and 74% made expected growth. Our ML's met our SPSA goals in both reading and growth. Our preliminary 2023 ELPAC data shows that 21% received a level 4. Our goal was for 25% of our ML's to receive a level 4.

Our overall effectiveness of our strategies/activities increased our students' scores. Continued progress is needed to increase student achievement for our ML students.

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

There were no significant material differences in proposed and actual expenditures.

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

Next steps include continued participation in professional development specifically to improve strategies and outcomes of multilingual learners. Staff will continue to monitor ML progress with data programs such as ELlevation and Schoolzilla. Teachers will use structured language practice routines as well as partner/group protocols to ensure ample opportunity to practice language. Teachers will develop ELD lessons with the guidance of Dr. Pagan through professional development. Teachers will work to increase student conversations and partner talk. Principal and staff will work towards increasing parent engagement opportunities to encourage families to read and support mathematics skills at home. Staff will work towards increase number of students who reach level 4 on the ELPAC and increase the number of students reclassifying as RFEP. PLTs will work towards collaborating and support student learning to increase reading proficiency levels of our ML's to at least 40%.

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

Mathematics

LEA/LCAP Goal

LCAP Goal 4: All students, including students from various student groups such as low-income households, students learning English as an additional language, and students with disabilities, will demonstrate proficiency and growth in all subject areas.

Goal 3

All students will demonstrate a year's growth in Mathematics to achieve grade level or above proficiency as measured by the STAR 360 Early Literacy, STAR 360 Mathematics, and SBAC assessments.

Identified Need

Spring 2022 data indicates a significant number of students have room to improve their proficiency. Additionally, looking at individual students' growth data, grade level PLT teams will be able to target instruction for improved outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Formative Assessments in Math	Continue to refine and administer common formative assessments in math	All students will participate in common formative assessments in math. Teachers will use assessment information to give feedback to the student and modify instruction for success.
STAR 360 Proficiency - Math	<p>2023 Spring - STAR 360 Math Overall At/Above Math Proficiency = 68% Intervention = 23% Student Groups by Ethnicity* Latinx = 52% White = 85%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>2022 Spring - STAR 360 Math Overall At/Above Math Proficiency = 64% Intervention = 22% Student Groups by Ethnicity*</p>	Increase the number of students meeting and exceeding proficiency in Math as measured by the STAR 360 to 70%. Decrease the number of students needing intervention to less than 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Latinx = 50% White = 81%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>2021 Spring - STAR 360 Math Overall At/Above Math Proficiency = 59.2% Intervention = 26% Student Groups by Ethnicity* Latinx = 44% White = 74%</p> <p>*Only statistically significant student groups represented in data above.</p>	
STAR 360 Growth - Math	<p>2023 Spring - STAR 360 Math Student Growth Percentile (SGP)</p> <p>Overall Typical/Above Average Growth = 65% Student Group by Ethnicity Latinx = 62% White = 69%</p> <p>*Only statistically significant student groups represented in data above.</p> <p>2022 Spring - STAR 360 Math Student Growth Percentile (SGP)</p> <p>Overall Typical/Above Average Growth = 75% Student Group by Ethnicity Latinx = 74% White = 76%</p> <p>*Only statistically significant student groups represented in data above.</p>	All students will demonstrate typical or above average growth in math on the STAR 360.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>2021 Spring - STAR 360 Math Student Growth Percentile (SGP)</p> <p>Overall Typical/Above Average Growth = 51.9%</p> <p>Student Group by Ethnicity Latinx = 40.8% White = 63.7%</p> <p>*Only statistically significant student groups represented in data above.</p>	
SBAC Math	<p>Spring 2023 Data (Preliminary Data)</p> <p>Overall at/above = 42%</p> <p>Student Group by Ethnicity Latinx = 20% White = 66%</p> <p>Overall Achievement Standards: (Preliminary Data)</p> <p>Exceeded = 18% Met = 24% Nearly Met = 26% Not Met = 32%</p> <p>Spring 2022 Data</p> <p>Overall at/above = 43%</p> <p>Student Group by Ethnicity Latinx = 26% White = 64%</p> <p>Overall Achievement Standards:</p> <p>Exceeded = 18% Met = 25% Nearly Met = 24% Not Met = 33%</p>	<p>Increase the number of students meeting and exceeding proficiency in Math as measured by the SBAC to at least 60%. Decrease the number of students not meeting proficiency to less than 20%.</p>

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, including subgroups, will be served by this strategy.

Strategy/Activity

Grade level Professional Learning Teams (PLTs) will continue to meet together regularly to analyze student data and work samples, discuss best practice instructional strategies and curriculum implementation. Emphasis will be on Tier I core initial instruction, scaffolding, and differentiation within the class environment. Teams will utilize the adopted Bridges or College Preparatory Math (CPM) curriculum as the core resource for instruction. Teams will utilize team-developed common formative assessments based on identified essential standards within the units to understand the students' successes and challenges. Grade level professional learning teams will use assessment data to guide how they provide differentiated instruction during core math time. Staff will participate in professional development with Dr. Anthony Muhammad and participate in an equity inventory to ensure all students learn.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students, including subgroups, will be served by this strategy.

Strategy/Activity

The MTSS TOSA and district Differentiation TOSA, can provide additional support and resources for teachers needing instructional strategies, differentiation or curriculum support. PLTs will communicate regularly with Tier 2 Intervention Support Specialists and will determine if a round of math Tier 2 intervention is needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students, including subgroups, will be served by this strategy.

Strategy/Activity

Continue to regularly communicate with parents regarding their child's learning goals, growth and students' STAR 360 progress, as well as seek input regarding supports needed to help with their child's success. Requisite language interpretation will continue to be available to remove all language barriers associated with parent/school communication. Resources for home/family

continued support will be provided included the use of online programs such as Reflex Math, Frax and Starfall.

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: 2022-23

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.

Grade level teams met regularly to discuss student progress using CFA's and district benchmark assessments. Grade level team met and conducted a vertical alignment activity to ensure grade levels understood the essential standards below and above their respective grade levels. Grade level teams use essential standards in math to support Tier 1 instruction. Several teacher teams utilized common formative assessments in math based on these essential standards to support progress monitoring. Math differentiation is an identified need and teams are working collaboratively to support differentiation during math time. The district Gate TOSA met with teachers who have a gate cluster, shared resources and helped plan for enrichment opportunities. Gate TOSA met with families of identified Gate students to communicate our Gate program. 1st-6th grade students did not meet the expected outcome of 69% proficient in math, according to the Star Math results (68% met proficiency levels). The expected growth outcome was 65% (64.5% made expected growth). Our expected SBAC outcome for our 3rd-6th grade students, who took the assessments, was 50% proficient. Our preliminary results indicate that our scores decreased. Our expected outcome was 50% proficient.

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

There were no significant material differences in proposed and actual expenditures, however minimal funding was needed for differentiated math materials.

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.

Due to the decrease in math scores, we have planned for professional development to support the use of district curriculum use, differentiation and core instructional strategies support. PLT teams will consider adding math intervention support in Tier 2 instruction. Our MTSS team will monitor our progress and determine if further support is needed. We will increase our parent communication for math support at home and maintain monthly progress reports. We need to determine what reports could look like for TK and kindergarten.

Brandon						
COST ITEMS	Funding Allocated	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action	
Funding						
General Education	\$103,017					
Supplemental Curriculum						
Licenses & Subscriptions					Goal # 1, 2 and 3	
Reading Plus		\$3,989				
Lexia		\$7,425				
Accelerated Reader		\$1,139				
Reflex/Frax Math		\$3,995				
StarFall		\$355				
Spelling Stars		\$148				
Supplies & Duplicating						
Duplicating (Copiers)		\$15,540				
Paper		\$7,000				
Math Manipulatives		\$1,000				
Science Materials		\$1,000				
Classroom Supplies		\$15,276				24401
Art Specialist Additional Supplies		\$500				
Library Specialist Supplies		\$2,500				
STEAM Specialist Incidental Supplies		\$100				
Office Materials and Supplies		\$1,332				
Annual Order of Friday Folders		\$763				
Sped & Service Provider Supplies (250 per provider)		\$500				
Medical Supplies		\$1,000				
SpED Discretionary Funds		\$1,125				
Safety Supplies		\$5,000				
PBIS		\$2,000				
Professional Development						
Anthony Muhammad					Goal #2	
Teacher Compensation		\$210				
CAPS Network					Goal 1, 2 and 3	
Fee per teacher (\$750/teacher)		\$2,250				
Subs per teacher (\$210/day)		\$3,780				
Mileage (Add mileage amount) 105.3 X 6		\$632				
PLC Conference					Goal 1, 2 and 3	
Hotel		\$1,735				
Registration		\$3,745				
Transportation		\$998				
Per Diem		\$750				
Books		\$100				
Additional General Subs (\$210/sub)						
Grade Level Release for Collaboration/PD		\$2,300				
LACOE Literacy					Goal #1	
Registration fee for 4th - 6th grade (\$100/teacher)		\$200				
Science of Reading Modules		\$200				
School Events & School Experiences						
Back to School Night						
Interpretation (+\$15 hr + time/half of employee)						
6th Grade Promotion			\$133	Student Account		
Open House						
Extra Service STEAM Specialist (4 hrs x \$38)		\$152				
Interpretation						
K Screening						
Subs for teachers (\$210/teacher)		\$630				
Pizza with the Principal		\$800				
Field Trips & Grade Level Experiences						
6th - Camp CIMI						
Bus				PTA		
Registration		\$7,130	\$20,930	District/Student Account		
Teacher Compensation Overnight		\$2,520				
Student Sweatshirts			\$1,840	Student Account		
Water & snacks for bus			\$92	Student Account		
Additional chaperone cost for gen ed students			\$2,440	Parents Pay		
6th Beach Day						
-Lifeguard			\$295	Student Account		
-Bus			\$100	Student Account		
-Food			\$304	Student Account		
6th Greek Day			\$650	Student Account		
6th - Tile Mural			\$1,900	Student Account		

Brandon						
		Funding Allocated	School Budget Amount	Other Funding Budget Amount	Funding Source	SPSA Goal / Action
COST ITEMS						
6th	Community Service Celebration			\$400	Student Account	
6th	T-Shirts			\$605	Student Account	
6th	Agendas			\$401	Student Account	
	Fingerprinting		\$1,000			
Family Education & Engagement						
	ELAC Event(s)					Goal #2
	Interpretation (+\$15 hr + time/half of employee)					
	Refreshments		\$1,000			
Additional Extra Service						
	Overtime for Office Manager		\$850		\$32.83 hourly. \$49.25 overtime hourly. 7~ hours of OT a month.	
	Overtime for Comm Liasion		\$350		\$30.50 hourly. \$45.75 overtime hourly. 5~ hours of OT a month.	
		Totals	\$103,017	\$103,017	\$30,089	

School Site Council Membership

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

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

Name of Members	Role
Sheryl Miller	Principal
Jennifer Adams	Classroom Teacher
Kristin Wright	Classroom Teacher
Amy Revilla	Classroom Teacher
Linda Mendoza	Other School Staff
Lindsey Vining	Parent or Community Member
Joanne Norman	Parent or Community Member
Rob Jupille	Parent or Community Member
Miranda Fierro	Parent or Community Member
Charu Chaubal	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

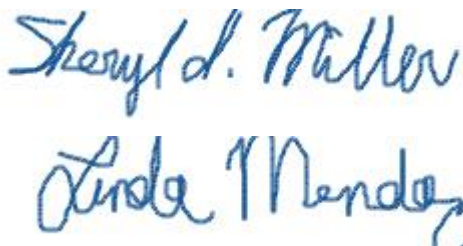
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 9/20/23.

Attested:



Principal, Sheryl Miller on 9/29/23

SSC Chairperson, Linda Mendez on 9/29/23