

STEAM ACADEMY

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

Browning Road STEAM Academy

15-73908-6009757

May 31, 2023

June 13, 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

Targeted Support and Improvement

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 Browning Road STEAM Academy action plan will provide opportunities for all children to meet the challenging state academic standards and strengthen our academic STEAM program in the school, increase the quality of learning time, and help provide a diverse and accelerated curriculum, which will include web-based programs, and the necessary instructional practices to provide a well-rounded education. Our plan addresses the needs of all children in the school, particularly the needs of those at risk of not meeting the challenging state academic standards. We will provide standards based and standards aligned and project-based curriculum, formative and summative assessments, professional development, support services and administrative monitoring.

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).

We give an initial survey to teachers regarding programs, climate and expectations. In short, teachers wanted input on future programs considered at BRSA, a culture shift towards collaboration rather than 'top-down directives' and a clear understanding of our site/district goals including LETRS, Interims, district benchmarks, state testing goals and articulation of what percentage point increase was needed.

Classroom Observations

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

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

The Principal and Learning Director regularly visit classrooms at Browning Road STEAM Academy, both as part of the employee evaluation process, and to provide feedback and support of the adopted curriculum and educational practices. We currently use DigiCoach which provides us the opportunity to give realtime feed-back to teachers. This program also allows us the opportunity to collect and use data and reports. Immediate feedback is given to the teacher as a way of offering support through emails and conferences. The combined monitoring of these different observers promotes a culture that ensures adherence to the prescribed practices of our adopted curriculum as well as the standards for the teaching profession.

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)

The staff at Browning Road STEAM Academy will examine current student data from CAASP, ELPAC, DIBLES, STAR Reading and STAR Math, short cycle quizzes and other ongoing assessments to accelerate gains in student achievement by focusing instruction on student needs. Specific grade-level standards in language arts target listening, speaking, reading and writing skills, strategies and concepts. District standards, expectations, and assessments for mathematics stress a balance between skills, concepts and problem solving. Teachers regularly assess learning and students who need additional help are grouped for specific needs.

The information gathered from the summative and formative assessments provides feedback to the staff on how well the students are learning Common Core State Standards. Analysis of the results enables the teaching staff to isolate problematic curricular areas and plan interventions to fill gaps in achievement.

The ELPAC test is used to identify and monitor the progress of English Learners. The data from ELPAC allows the school site to plan and evaluate the ELL program yearly. Advanced placement on the ELPAC is part of the criteria for re-designation.

Ongoing Assessments:

1. Print Concepts, Phonemic Awareness, Letter/Sound Recognition
2. Running Records, STAR Reading
3. Writing Samples - Pre/Post, Sentence Dictation, Writing Checklist
4. Pre/Post Unit Assessments - Reading, Language, Spelling
5. Teacher Grades
6. Student work portfolios
7. Common Formative Assessments
8. Individual Student Profile
9. STAR

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

Teachers will use the Interims and short cycle quiz data generated from multiple in order to guide their instruction and address student instructional needs within in their classrooms. Teachers will also analyze this data as a PLC during PEPC Data Chats in order to address academic deficiency trends with their grade levels as a whole.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

ESEA requires that all teachers teaching in core academic subjects are to be "highly qualified". In general, ESEA requires that each teacher must have: (1) a bachelor's degree, (2) a state credential or an Intern Certificate/Credential for no more than three years, and (3) demonstrated subject matter competence for each core subject to be taught by the teacher. More information on teacher qualifications required under ESEA can be found at the California Department of Education's Web site at <http://www.cde.ca.gov/nclb/sr/tq/>.

McFarland Unified School District helps recruit highly qualified teachers by offering a highly competitive pay scale and benefit package. MUSD provides support to beginning teachers with the Induction Program and many other staff development opportunities offered through outside consultants and the County Office of Education.

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

All BRSA teachers are highly qualified.

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

In reviewing the student achievement data from CAASPP, the Interims, and local multiple measures assessments, specific areas were targeted for staff development. The focus for this year is the continued full implementation of Common Core State Standards with an emphasis on reading, writing, arithmetic and specialized instruction for Students with Disabilities and English Language Learners.

Regular observations by administrators are done to identify areas of need for Professional Development.

In addition, teachers have the opportunity to attend virtual conferences to obtain new ideas that will strengthen their teaching practices. Teachers may attend virtual or in-person conferences at their own request or may be directed by administration to attend. Teachers are given release time to engage with students and parents as well as with their grade-level cohorts to discuss and share teaching techniques and strategies.

First and second year teachers participate in the Induction Program. This program is a comprehensive standards based program that guides and supports beginning teachers through the efforts of a collegial relationship with a support provider.

There is a need for continued staff development. Staff development activities may include but are not limited to the following:

1. Pacing Guides and Interim Assessments
2. LETRS- Improving student success in reading and writing
3. Data Analysis - Driving Instruction (Data Chats)
4. English Language Development (ELD) Focus Standards
5. Google Classroom Development and Tools
6. Technology Capacity Building
7. Writing Strategies
8. Aeries Training
9. Virtual PD (modeling, engagement strategies, incentivizing desired behavior)
10. Grade level planning

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

The Principal and Learning Director work with the District Curriculum and Instruction Director, Mr. Matthew Roderick, to provide support and assistance to teachers that will ensure their ability to provide appropriate instruction and maintain a high degree of rigor and achievement.

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

The teachers at Browning Road STEAM Academy form collaborative grade level meetings once per week to plan, coordinate, and compare student work in order to address student needs. All teachers are also a part of a grade level Professional Learning Community and are supported by Creative Learning Solution coach that meets with them once a month. The Browning Road STEAM Data Chats are guided by a coach that identifies concerns, develops strategies and assessments to help students succeed.

Teaching and Learning

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

BRSA has established high academic standards for all subject areas that are in line with the Common Core State Standards. They have been reviewed and approved by advisory boards, parent groups, site councils, and the District Board of Education. All standards are reviewed and revised on a regular basis according to the program evaluation schedule. All students at BRSA have equal access to the district's core curriculum.

Student progress is reviewed on an ongoing basis and parents are kept informed about student expectations in relation to curriculum, instruction and materials.

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

Daily schedules for instruction are established each year that meet the recommended instructional minutes for each subject area, specific to each grade level K-6. These schedules are shared and discussed in every google classroom.

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

We have embedded into the daily schedule time for intervention (S.I.T) classes and universal access for all grade levels.

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

Each student at Browning Road STEAM Academy has a complete set of instructional materials aligned to the state core content standards. All textbooks are on the current State Approved Materials list from the State Board of Education (SBE) Textbook funds and allocated Lottery funds were used to purchase standards-based textbooks in the areas of language arts, mathematics, science, and social studies. In addition, ELD standards-based materials are available for all English Language Learners. 4th-6th grade levels still use the STEAM scopes as supplementary material for the integration of NGSS and STEAM along with California Inspire Science curriculum. BRSA also uses Project Lead The Way, to incorporate STEAM lessons and unit projects.

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

School-Wide Core Material:

- Language Arts: Journeys, Benchmark Advanced, Collections
- Math: My Math VOL 1&2
- ELD: E3D, Journeys, Benchmark Advance, and Collection
- Science: California Inspire VOL 1-4
- Social Science: myWorld Interactive , PEARSON EDUCATION INC.

School-Wide or Grade-level specific Supplemental:

* Language Arts: LEARNING CITY, My Common Core Reading, Accelerated Reading, Learning Dynamics, StarFall, Freckle

* Math: Prodigy, Mobymax, Splash Math, StarFall, Khan Academy, Freckle, Ascend Math, Flash Card Math

Opportunity and Equal Educational Access

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

Browning Road STEAM Academy staff strive to ensure that all students are provided the necessary instruction and support to meet their learning needs. Teachers are trained in remediation techniques and strategies. Lesson planning reflects this differentiated teaching approach.

The following are services provided by BRSA for students who have been identified as under performing:

1. Homework is assigned regularly K-6th, Mondays - Thursdays to reinforce concepts being taught.
2. Special emphasis will be placed on providing necessary ELD trainings with district (TBD) to implement district-adopted curricular offerings for teachers in meeting the needs of High Intensity Language Academy students.
3. Class sets of recommended literature are available in the library for teacher check-out
4. There is a school-wide implementation Accelerated Reading material.
5. Students regularly visit the library on their own and with their class.
6. Students with identified learning disabilities receive special services one-on-one help from our SPED department in their areas of need
7. Virtual field trips are facilitated with AR and VR in order to increase students experience and motivation in connection to academic content
8. English Language Learners (ELLs), specifically those identified as performing at beginning levels, are homogeneously grouped and placed in High Intensity Language Academy google classes
9. Intermediate and advanced ELLs receive instruction with SDAIE strategies in the mainstream classes
10. A variety of supplemental/supportive materials is available for use in Academy and SDAIE classrooms (K-3)

The Student Intervention Program Planning (SIPP), consisting of the principal, classroom teacher, school counselor, parents, and school psychologist meet to consider the special needs of individual students. At the meeting, the team gathers information about the referred student. Interventions and recommendations are then made to strengthen the student's regular education program. Services provided by the regular program include differentiated instruction and supplemental materials in all classrooms, use of behavior contracts, frequent contact with parents and monitoring by the counselor, psychologist and/or administrator. If these modifications do not meet the child's needs after a determined period of time, the SIPP Team refers the student for assessment by the school psychologist to determine if the child qualifies for additional support services in the Learning Center. Services at the Learning Center, as well as the Speech and Language are provided on-site.

Evidence-based educational practices to raise student achievement

Due to Browning Road STEAM Academy's ELA and Math CAASPP scores, all curriculum and educational programs must meet strict standards requiring a strong research-based foundation for the educational practices to be utilized along with curricular materials.

Parental Engagement

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

Family

- . Family Resource Center School
- . ELAC
- . SSC

* Literacy Nights

* Parent Forums

* FAMILY STEAM NIGHT

District

- Migrant Saturday School
- Migrant Summer School
- District Summer School
- State and District Pre-School
- Migrant Education Even Start
- Community Based Educational Tutoring

* LC & AP

* Extended Day Learning -CHAMPS

- Supplemental Education Program Tutoring

Community

- Healthy Kids/Healthy Family
- Parks and Recreation
- Henrietta Weill Guidance Clinic
- Clinic Sierra Vista
- Probation Department

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)

Browning Road receives input and oversight from the School Site Council, ELAC, DELAC, Migrant, as well as outside consultants regarding the planning, implementation, and evaluation of consolidated application programs.

Funding

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

THE FOLLOWING WILL BE THROUGH AN IMPLEMENTATION CLASSROOM MODIFICATIONS:

Modifications will be made to the instructional day so that under performing students to meet standards (ESEA)

Modifications will be made to the instructional day so that under performing children served will meet state standards. These modifications are:

Guided reading/writing - small group, instructional level

Shared reading - whole class, grade level material

The reading/language arts instructional program is supplemented with high quality literature accessible to all students in each classroom, as well as the library

All classes are supplied with computers for student use, with software supporting the language arts and mathematics curriculum

The AR Program is utilized in all classes as a supplemental tool

STAR is used to measure progress and match books to an individual's reading level

Fiscal support (EPC)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

Title I Part A - The goal of this program is to ensure that all students have a fair, equal and significant opportunity to obtain a high quality education and reach at a minimum proficiency level on the state academic content standards adopted by the State Board of Education. Browning Road provides leveled readers to all of our students to ensure that they are able to gain proficiency with their grade level standards. The Principal, Learning Director, Library clerk, all provide services to our students. The Principal and Learning Director provide professional development for the teachers for staff development. The Library clerk meets with each class every other week in the library to help promote reading. The Learning Director and Counselor work with students on behavior and truancy so they do not miss their class time.

Title II Part A - The goal of this program is to increase the academic achievement of all students by helping school and school districts improve the quality of teachers and principals and ensure that all teachers are highly qualified. Teachers and administrators are trained with the most current educational information to increase student achievement, for example Explicit Direct Instruction.

Title III Part A - The goal of this program is to develop English Learners' proficiency in English and in the district's core curriculum as rapidly and effective, as possible.

Title V Part A - The goal of this program is to improve elementary education in public and private non profit schools. At Browning Road we continue to keep our technology up to date. We purchase software and hardware for students and teachers.

School Improvement (SIP) - The goal of this program is to encourage school improvements through collaborative decision-making process within the school community to meet the educational needs of the students in a timely manner.

Economic Impact Aid (EIA) - The goal of this program is to expand and improve the educational opportunities of educationally disadvantaged students to help them succeed in the regular classroom. At Browning Road we are providing the teachers with sub release days in order to provide professional development and data analysis trainings.

Tobacco Use Prevention Education (TUPE) - The goal of this program is to adopt and carry out a comprehensive program to prevent tobacco use. Browning Road participates in Red Ribbon week and teachers provide instruction on Tobacco Prevention. Safe and Drug Free School program is implemented within our school.

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

BTSN August 12: Parent recruitment efforts to discuss plan for the year including student achievement for the 22-23 year.

TBD Dates:

May 31th: Approval of next years SPSA.

Tentative Date :September 13th- Discuss with faculty: SPSA, District Policies, Re-engagement and Tier Systems: Sent draft to SSC for review

Tentative Date: September 13th- Share SPSA with TBD, ELD Resource Teacher, to share with ELAC committee at their regularly scheduled meeting to garner EL feedback on the SPSA.

Tentative Date: October 1st - SPSA approval by school site council

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	%	%	0		
African American	0%	%	%	0		
Asian	0%	%	%	0		
Filipino	0%	%	%	0		
Hispanic/Latino	99.5%	99.5%	99.64%	592	552	553
Pacific Islander	0%	%	%	0		
White	0.5%	0.5%	0.36%	3	3	2
Multiple/No Response	0%	%	%	0		
Total Enrollment				595	552	555

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	112	96	94
Grade 1	87	74	68
Grade 2	72	83	72
Grade3	62	68	81
Grade 4	101	64	75
Grade 5	71	97	64
Grade 6	90	70	101
Total Enrollment	595	552	555

Conclusions based on this data:

1. We continue to serve a hispanic/ Latino population at the same rate!
2. We have been declining enrollment consistently over the last 3 years.
3. The steady decline of enrollment causes teacher movement.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	278	225	266	46.7%	40.80%	47.9%
Fluent English Proficient (FEP)	105	112	97	17.6%	20.30%	17.5%
Reclassified Fluent English Proficient (RFEP)	67	37	78	22.1%	16.4%	15.26%

Conclusions based on this data:

1. 2023 ELD population has increased to 52% of BRSA students identified as English Learners.
2. Increased the amount of students who were initially fluent however, we have seen an decrease in students that are Level 1 students. We also saw an increase in students that were in Level 3 and Level 4.
3. Continue focus on designated ELD instruction is needed across all grade levels and content areas.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	101	72	86	97	67	81	97	67	81	96	93.1	94.2
Grade 4	71	67	77	69	64	75	69	63	75	97.2	95.5	97.4
Grade 5	94	98	64	93	97	64	93	97	64	98.9	99.0	100.0
Grade 6		72	100		68	99		68	99		94.4	99.0
All Grades	266	309	327	259	296	319	259	295	319	97.4	95.8	97.6

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2348.	2345.	2355.	4.12	1.49	3.70	10.31	11.94	22.22	27.84	28.36	16.05	57.73	58.21	58.02
Grade 4	2402.	2381.	2384.	8.70	1.59	2.67	18.84	14.29	12.00	15.94	19.05	18.67	56.52	65.08	66.67
Grade 5	2420.	2407.	2437.	5.38	1.03	6.25	17.20	16.49	21.88	20.43	18.56	20.31	56.99	63.92	51.56
Grade 6		2457.	2472.		4.41	2.02		14.71	30.30		36.76	25.25		44.12	42.42
All Grades	N/A	N/A	N/A	5.79	2.03	3.45	15.06	14.58	22.26	22.01	25.08	20.38	57.14	58.31	53.92

2019-20 Data:

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Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.19	5.97	0.00	39.18	49.25	62.96	54.64	44.78	37.04
Grade 4	10.14	6.35	5.33	37.68	53.97	61.33	52.17	39.68	33.33
Grade 5	7.53	2.06	4.69	36.56	53.61	57.81	55.91	44.33	37.50
Grade 6		7.35	7.07		55.88	51.52		36.76	41.41
All Grades	7.72	5.08	4.39	37.84	53.22	57.99	54.44	41.69	37.62

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	1.03	1.49	0.00	36.08	40.30	39.51	62.89	58.21	60.49
Grade 4	2.90	0.00	2.67	43.48	41.27	37.33	53.62	58.73	60.00
Grade 5	5.38	1.03	4.69	43.01	36.08	46.88	51.61	62.89	48.44
Grade 6		4.41	2.02		47.06	53.54		48.53	44.44
All Grades	3.09	1.69	2.19	40.54	40.68	44.83	56.37	57.63	52.98

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	6.19	2.99	7.41	55.67	70.15	69.14	38.14	26.87	23.46
Grade 4	7.25	0.00	5.33	59.42	69.84	72.00	33.33	30.16	22.67
Grade 5	7.53	3.09	10.94	44.09	71.13	62.50	48.39	25.77	26.56
Grade 6		2.94	7.07		75.00	70.71		22.06	22.22
All Grades	6.95	2.37	7.52	52.51	71.53	68.97	40.54	26.10	23.51

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	4.12	1.49	8.64	38.15	65.67	58.02	57.73	32.84	33.33
Grade 4	8.70	9.52	2.67	34.78	58.73	61.33	56.52	31.75	36.00
Grade 5	5.38	3.09	6.25	37.63	53.61	56.25	56.99	43.30	37.50
Grade 6		5.88	12.12		61.76	60.61		32.35	27.27
All Grades	6.06	4.75	7.84	36.85	59.32	59.25	57.08	35.93	32.92

2019-20 Data:

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

Conclusions based on this data:

- Students that overall exceeded and met the standards in the ELA in 3rd and 4th grade are approximately 14.67-25.92 %. Students that overall exceeded and met the standards in the ELA in 5th grade are approximately 28.13%. 5th Grade increased by 3% overall for ELA in the Met or Exceeded area. 4th Grade declined in all domains at a greater rate than other grade levels by 2%.

2. Students that overall nearly met the standards in the ELA in 3rd & 4th grade average is approximately 21.89%. Students that overall nearly met the standards in the ELA in 4th and 5th grade are approximately 20.53%.
3. Students that overall did not meet the standards in ELA in grades 3rd and 4th grade are approximately 33.33 & 36.33%. Students that overall did not meet the standards in ELA in grades 5th grade are approximately 37.5%.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	102	72	86	98	69	85	98	69	85	96.1	95.8	98.8
Grade 4	71	67	77	71	66	77	69	66	77	97.2	98.5	100.0
Grade 5	94	98	64	94	97	64	93	97	64	98.9	99.0	100.0
Grade 6		72	100		67	99		67	99		93.1	99.0
All Grades	267	309	327	260	299	325	260	299	325	97.4	96.8	99.4

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

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2382.	2342.	2364.	7.14	1.45	3.53	15.31	14.49	14.12	28.57	13.04	30.59	48.98	71.01	51.76
Grade 4	2408.	2377.	2396.	0.00	0.00	1.30	10.14	4.55	14.29	43.48	24.24	29.87	46.38	71.21	54.55
Grade 5	2441.	2383.	2424.	6.45	0.00	0.00	7.53	2.06	9.38	31.18	11.34	26.56	54.84	86.60	64.06
Grade 6		2445.	2432.		1.49	2.02		5.97	5.05		32.84	27.27		59.70	65.66
All Grades	N/A	N/A	N/A	5.00	0.67	1.85	11.15	6.35	10.46	33.46	19.40	28.62	50.38	73.58	59.08

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.35	2.90	9.41	21.43	31.88	40.00	61.22	65.22	50.59
Grade 4	7.25	0.00	3.90	23.19	25.76	35.06	69.57	74.24	61.04
Grade 5	10.75	0.00	1.56	31.18	19.59	42.19	58.06	80.41	56.25
Grade 6		1.49	1.01		40.30	30.30		58.21	68.69
All Grades	12.31	1.00	4.00	25.38	28.43	36.31	62.31	70.57	59.69

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	11.22	4.35	1.18	41.84	33.33	49.41	46.94	62.32	49.41
Grade 4	0.00	0.00	3.90	39.13	33.33	33.77	60.87	66.67	62.34
Grade 5	4.30	1.03	1.56	31.18	25.77	42.19	64.52	73.20	56.25
Grade 6		1.49	3.03		37.31	32.32		61.19	64.65
All Grades	5.77	1.67	2.46	37.31	31.77	39.08	56.92	66.56	58.46

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	9.18	5.80	3.53	39.80	49.28	52.94	51.02	44.93	43.53
Grade 4	1.45	0.00	3.90	43.48	46.97	55.84	55.07	53.03	40.26
Grade 5	3.23	0.00	1.56	31.18	41.24	51.56	65.59	58.76	46.88
Grade 6		1.49	5.05		65.67	57.58		32.84	37.37
All Grades	5.00	1.67	3.69	37.69	49.83	54.77	57.31	48.49	41.54

2019-20 Data:

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

Conclusions based on this data:

- Students that overall exceeded and met the standards in math in 3rd grade are approximately 22.45% for 2018-19 and 17.65% in 2021-2022.
Students that overall exceeded and met the standards in math in 4th grade are approximately 10.14% for 2018-19 and 15.59% in 2021-2022
Students that overall exceeded and met the standards in math in 5th grade are approximately 13.98% for 2018-19 and 9.38% in 2021-2022.
Students that overall exceeded and met the standards in math in 6th grade are approximately 7.07% for 2018-19 and 7.46% in 2021-2022.
- Students that overall nearly met the standards in the Math in 3rd grade are approximately 28.57% for 2018-19 and 20.27% in 2021-2022.
Students that overall nearly met the standards in the Math in 4th grade are approximately 43.48% for 2018-19 and 29.87% in 2021-2022
Students that overall nearly met the standards in the Math in 5th grade are approximately 31.18% for 2018-19 and 26.56% in 2021-2022.
Students that overall nearly met the standard in Math in 6th grade are approximately 30.84% for 2019-2020 and 27.27% in 2021-2022.
- Students that overall did not meet the standards in the Math in 3rd grade are approximately 48.98% in 18-19 and 51.76% in 2021-22.
Students that overall did not meet the standards in the Math in 4th grade are approximately 46.38% in 18-19 and 54.55% in 2021-22

Students that overall did not meet the standards in the Math in 5th grade are approximately 54.84% in 18-19 and 64.06 % in 2021-22.

Students that overall did not met the standard in Math in 6th grade are approximately 59.70 in 20-21% in 18-19 and 65.66% in 2021-22

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1446.0	1402.8	1429.6	1448.4	1420.2	1425.3	1439.9	1362.0	1439.5	55	60	51
1	1443.2	1402.6	1443.4	1456.6	1424.9	1456.6	1429.4	1379.9	1429.7	34	28	48
2	1472.7	1437.8	1446.4	1472.0	1438.7	1455.4	1472.8	1436.5	1436.9	29	32	28
3	1488.5	1464.0	1469.1	1493.6	1467.9	1467.0	1482.7	1459.7	1470.8	57	34	37
4	1509.2	1465.8	1489.1	1499.2	1463.2	1491.2	1509.2	1467.9	1486.4	33	24	41
5	1520.3	1507.3	1511.6	1514.8	1512.2	1505.8	1520.3	1502.0	1516.8	52	43	25
6		1498.4	1522.5		1495.9	1503.1		1500.4	1541.3		19	40
All Grades										260	240	270

2019-20 Data:

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.82	3.33	21.57	45.45	26.67	23.53	30.91	46.67	47.06	1.82	23.33	7.84	55	60	51
1	2.94	0.00	4.17	26.47	7.14	35.42	52.94	42.86	39.58	17.65	50.00	20.83	34	28	48
2	6.90	3.13	3.57	34.48	18.75	32.14	44.83	50.00	32.14	13.79	28.13	32.14	29	32	28
3	17.54	0.00	10.81	33.33	23.53	29.73	28.07	44.12	21.62	21.05	32.35	37.84	57	34	37
4	21.21	0.00	7.32	30.30	16.67	34.15	36.36	58.33	36.59	12.12	25.00	21.95	33	24	41
5	17.31	16.28	20.00	40.38	23.26	32.00	25.00	30.23	32.00	17.31	30.23	16.00	52	43	25
6		0.00	10.00		22.22	50.00		55.56	30.00		22.22	10.00		18	40
All Grades	15.77	4.18	11.11	36.15	20.92	33.70	34.23	45.19	35.19	13.85	29.71	20.00	260	239	270

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.45	8.33	13.73	43.64	45.00	27.45	27.27	31.67	49.02	3.64	15.00	9.80	55	60	51
1	11.76	3.57	22.92	52.94	25.00	31.25	23.53	35.71	27.08	11.76	35.71	18.75	34	28	48
2	17.24	6.25	10.71	48.28	28.13	42.86	27.59	40.63	39.29	6.90	25.00	7.14	29	32	28
3	42.11	23.53	18.92	24.56	32.35	29.73	19.30	23.53	27.03	14.04	20.59	24.32	57	34	37
4	30.30	0.00	31.71	39.39	58.33	34.15	30.30	20.83	21.95	0.00	20.83	12.20	33	24	41
5	44.23	32.56	28.00	34.62	30.23	56.00	13.46	23.26	4.00	7.69	13.95	12.00	52	43	25
6		11.11	17.50		44.44	47.50		38.89	27.50		5.56	7.50		18	40
All Grades	30.77	13.39	20.37	38.85	37.24	36.67	22.69	30.13	29.63	7.69	19.25	13.33	260	239	270

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.82	1.67	17.65	34.55	10.00	23.53	40.00	50.00	45.10	3.64	38.33	13.73	55	60	51
1	5.88	0.00	0.00	14.71	10.71	25.00	50.00	14.29	39.58	29.41	75.00	35.42	34	28	48
2	10.34	3.13	3.57	31.03	25.00	21.43	27.59	21.88	14.29	31.03	50.00	60.71	29	32	28
3	3.51	0.00	5.41	22.81	5.88	10.81	40.35	38.24	35.14	33.33	55.88	48.65	57	34	37
4	9.09	0.00	4.88	21.21	8.33	9.76	42.42	20.83	34.15	27.27	70.83	51.22	33	24	41
5	7.69	6.98	8.00	23.08	6.98	24.00	44.23	37.21	40.00	25.00	48.84	28.00	52	43	25
6		0.00	15.00		5.56	25.00		44.44	37.50		50.00	22.50		18	40
All Grades	10.00	2.09	8.15	25.00	10.46	20.00	41.15	34.73	36.30	23.85	52.72	35.56	260	239	270

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	27.27	11.67	21.57	70.91	65.00	68.63	1.82	23.33	9.80	55	60	51
1	61.76	10.71	33.33	32.35	67.86	58.33	5.88	21.43	8.33	34	28	48
2	27.59	9.38	7.14	62.07	46.88	89.29	10.34	43.75	3.57	29	32	28
3	17.54	29.41	40.54	56.14	58.82	32.43	26.32	11.76	27.03	57	34	37
4	30.30	4.17	46.34	63.64	79.17	43.90	6.06	16.67	9.76	33	24	41
5	7.69	18.60	8.00	82.69	62.79	68.00	9.62	18.60	24.00	52	43	25
6		5.56	20.00		72.22	70.00		22.22	10.00		18	40
All Grades	26.15	13.81	27.04	63.08	63.60	60.37	10.77	22.59	12.59	260	239	270

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	27.27	6.67	9.80	65.45	71.67	62.75	7.27	21.67	27.45	55	60	51
1	2.94	0.00	8.33	76.47	71.43	64.58	20.59	28.57	27.08	34	28	48
2	13.79	12.50	10.71	75.86	65.63	71.43	10.34	21.88	17.86	29	32	28
3	59.65	23.53	25.00	22.81	55.88	47.22	17.54	20.59	27.78	57	34	36
4	33.33	20.83	26.83	60.61	58.33	53.66	6.06	20.83	19.51	33	24	41
5	57.69	51.16	68.00	32.69	30.23	16.00	9.62	18.60	16.00	52	43	25
6		44.44	27.50		55.56	62.50		0.00	10.00		18	40
All Grades	36.54	21.34	22.30	51.54	58.58	56.13	11.92	20.08	21.56	260	239	269

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.91	1.67	21.57	85.45	63.33	70.59	3.64	35.00	7.84	55	60	51
1	17.65	0.00	12.50	44.12	25.00	56.25	38.24	75.00	31.25	34	28	48
2	10.34	9.38	3.57	62.07	43.75	42.86	27.59	46.88	53.57	29	32	28
3	1.75	0.00	2.70	52.63	26.47	45.95	45.61	73.53	51.35	57	34	37
4	9.09	0.00	2.44	57.58	29.17	34.15	33.33	70.83	63.41	33	24	41
5	15.38	9.30	12.00	57.69	39.53	52.00	26.92	51.16	36.00	52	43	25
6		0.00	22.50		22.22	32.50		77.78	45.00		18	40
All Grades	10.38	3.35	11.85	61.15	40.17	48.89	28.46	56.49	39.26	260	239	270

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	56.36	18.33	42.55	34.55	36.67	40.43	9.09	45.00	17.02	55	60	47
1	2.94	0.00	0.00	64.71	25.00	66.67	32.35	75.00	33.33	34	28	48
2	6.90	6.25	7.14	75.86	37.50	57.14	17.24	56.25	35.71	29	32	28
3	8.77	0.00	8.11	68.42	58.82	62.16	22.81	41.18	29.73	57	34	37
4	3.03	0.00	7.32	81.82	45.83	65.85	15.15	54.17	26.83	33	24	41
5	9.62	4.65	16.00	69.23	62.79	72.00	21.15	32.56	12.00	52	43	25
6		5.56	17.50		77.78	80.00		16.67	2.50		18	40
All Grades	17.31	6.69	14.66	63.46	47.28	62.78	19.23	46.03	22.56	260	239	266

2019-20 Data:

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

Conclusions based on this data:

1. Our students performed better in the domains of speaking and writing reading domains.
2. There is a gap between the reclassification rates between 2nd and 3rd grade, possibly due the changes in the ELPAC assessment.
3. The most notable change in 2022-2023 ELPAC was the gain made in 2nd grade scores. Students in the second grade increased Level 3 by 16% and also saw Level 4 by 6%. Students in Level 1 & 2 also saw a decrease. Students in 2nd grade have also been focusing on writing.

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
516	92.8	47.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Browning Road STEAM Academy.	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	233	47.9
Foster Youth		
Homeless	141	25.4
Socioeconomically Disadvantaged	466	92.8
Students with Disabilities	55	9.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic	511	99.6
Two or More Races		
Pacific Islander		
White	5	0.4

Conclusions based on this data:

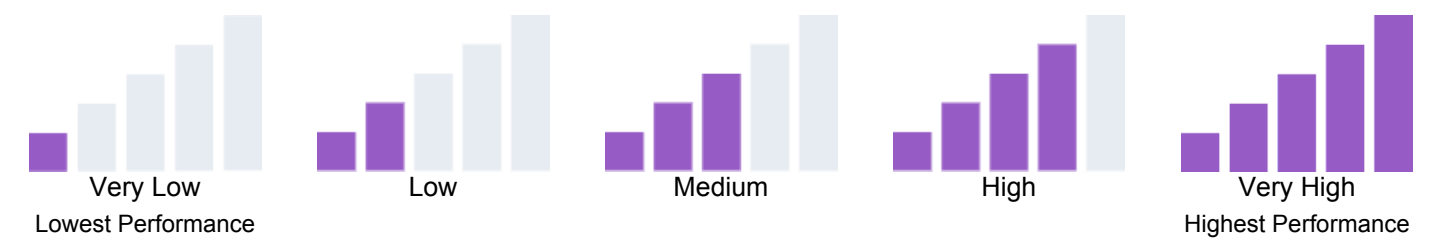
1. 99.3% HISPANIC- Hispanic students enter kindergarten with average math and reading skills significantly lower than those of native-born, non-Hispanic White students, and similar to those of native-born non-Hispanic Black students. There is considerable variation in average academic skills among Hispanic population subgroups, with recent immigrants and lower socioeconomic groups (Mexican and Central American students, particularly) exhibiting the lowest levels of math skill through elementary school.
<https://www.tandfonline.com/doi/abs/10.1080/15348430701312883>
2. Socioeconomically Disadvantaged- 90%- a simple measure of family socioeconomic status accounts for most of the Hispanic–White gaps that remain by 5th grade. Hispanic students with the least English exposure and proficiency in kindergarten have considerably lower math proficiency rates at the start of kindergarten than English-proficient Hispanic students and students from homes where English is spoken. However, students from non-English-speaking homes and students who are not proficient in spoken English at the start of kindergarten also exhibit more rapid gains in math skills during elementary school than do English-proficient Hispanic students and students from homes where English is spoken.
<https://www.tandfonline.com/doi/abs/10.1080/15348430701312883>
3. 60.2% EL's- The 1,195,988 English learners constitute 19.3 percent of the total enrollment in California public schools. Browning Road STEAM Academy has a large percent of EL population. Some of the challenges facing our BRSA EL students include: Little or no formal schooling, high levels of mobility in moving between schools (especially in the case of students from migrant farmworker families), lack of access to effective, consistent language instruction, as in the case of students who have experienced bilingual education during one year and then English immersion in another, limited practice developing and using academic language and personal responsibilities that occupy hours during or outside of school, such as caring for siblings, working one or more jobs, and translating for families.

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>Low</div>	<div>Chronic Absenteeism</div> <div>High</div>	<div>Suspension Rate</div> <div>Medium</div>
<div>Mathematics</div> <div>Low</div>		
<div>English Learner Progress</div> <div>Medium</div>		

Conclusions based on this data:

- Although our suspension indicator is good, we do have one student group in the red/orange level and two groups in the "yellow"
Post COVID behavior issue have increased but has not been published on the California Dashboard, however, for the year 2022-23 we saw the sight increase as expected in the beginning of the year and the steady decline as we

implemented behavioral interventions based on the student needs. BRSA is applying for the Bronze Seal based on the assessment indicators and meeting the criteria.

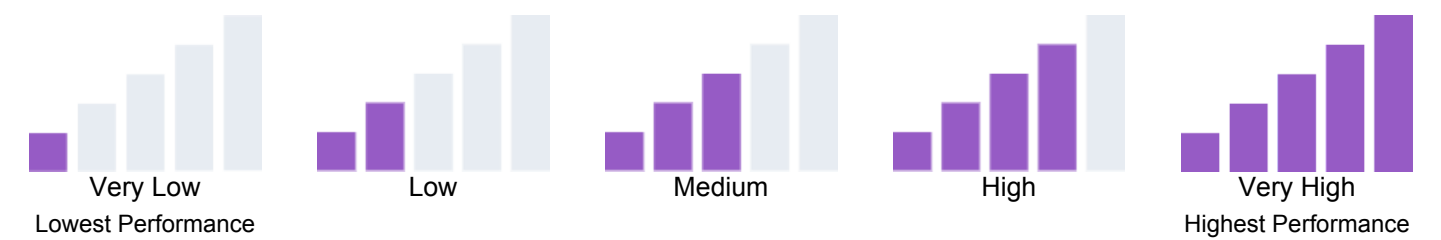
2. Our EL students are maintaining progress. In 2022, 36.8% were making progress towards proficiency as indicated on the California Dashboard website.
3. All students as well as three student groups are in the red/orange level in ELA and Math.

School and Student Performance Data

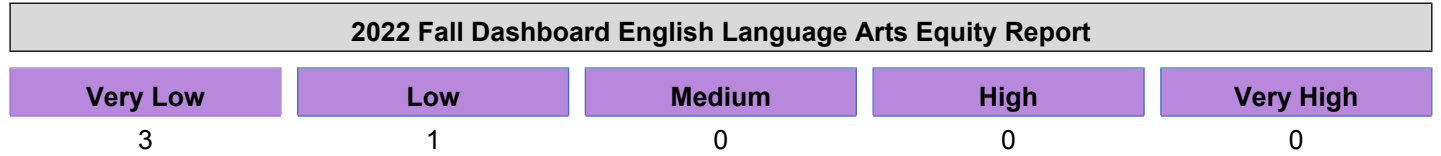
Academic Performance English Language Arts

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](#).

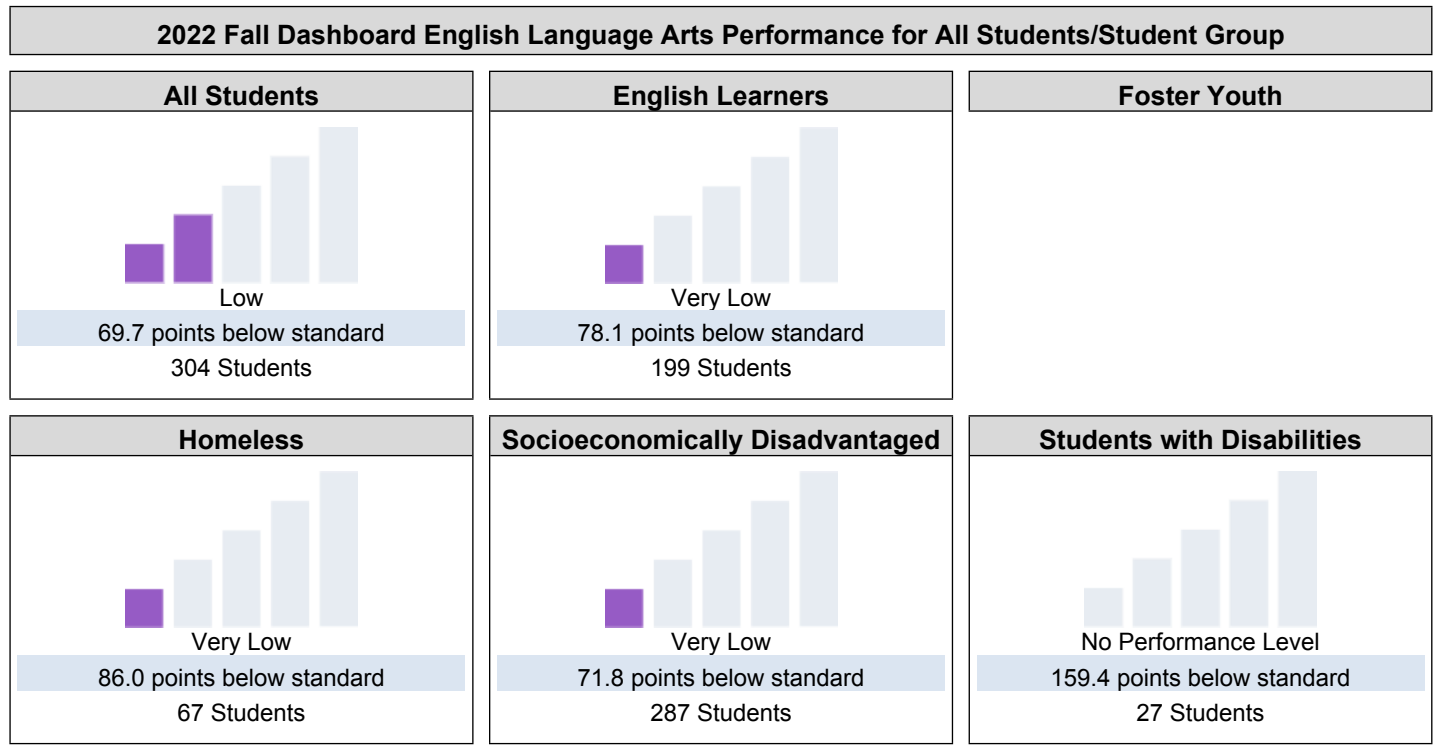
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



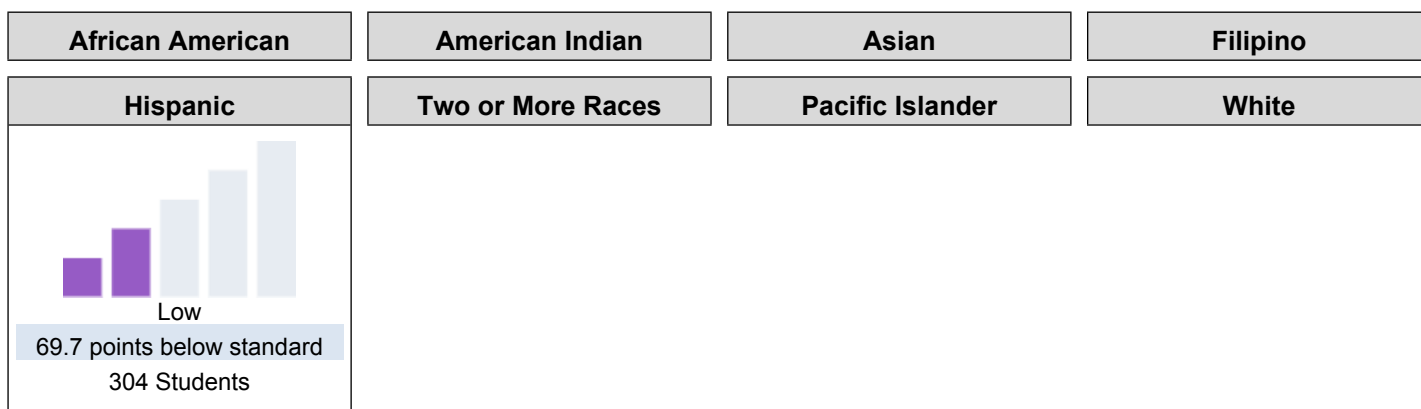
This section provides number of student groups in each level.



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 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
113.6 points below standard	15.5 points below standard	57.9 points below standard
127 Students	72 Students	94 Students

Conclusions based on this data:

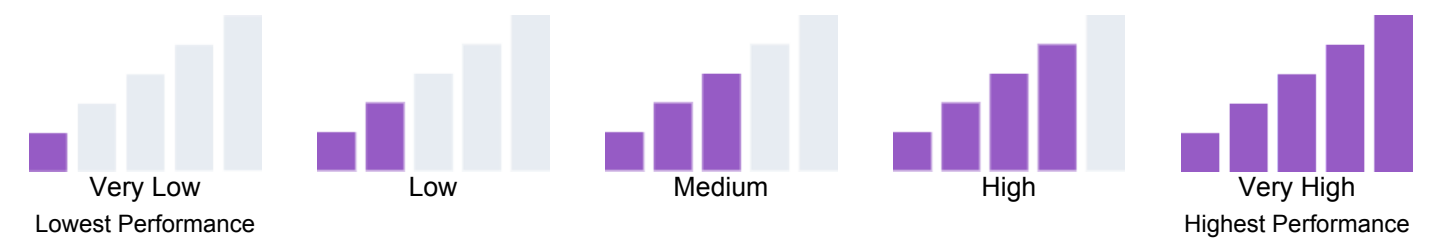
1. In the midst of transition and change, Browning Road Elementary turned into Browning Road STEAM Academy. The vision and 5 year plan accounted for a decline in scores because of the radical change in pedagogy and all of the new added elements we began to apply. As teachers become more familiar and proficient, scores will steadily go up. Interrupting the 5 year plan and transition into a full STEAM Academy, the world experienced a pandemic and schools were shut down for the later half of the 2020 school year and the entire 2020-2021 school year. After reviewing the scores towards the end of the 2022-23 school year, BRSA is seeing a steady increase towards the pre-pandemic numbers in all areas.
2. We need to perceive students primarily in terms of their reading style strengths rather than their disabilities, which is something that great reading teachers already do. Focusing on a student's reading lexile is a primary focus. For the 2022-23 school year, we also began to focus on writing for all grade levels with the support of a coach for the PLC process. Our student have shown tremendous growth especially in the lower grades. Many of our BRSA kids benefit from high-interest, challenging reading materials and opportunities to work in groups. We are working diligently to build the capacity of teachers in the area of STEAM and to promote a culture of academic focus.
3. It is extremely important for Browning Road STEAM Academy that we use powerful modeling reading methods. Modeling methods like paired reading, Cloze and choral reading and targeted intervention such as Strategic Intervention Time (SIT). The upper grades have also began to implement targeted intervention during RTI time and support students in foundational reading skills. Our students, who are not yet independent readers, especially those reading well below their potential, need frequent modeling of high-interest materials. We are moving to modeling methods that feature low teacher involvement and high student independence for those students that need to be challenged. Also, we will continue to provide beginning readers and those who cannot read a particular story with good fluency modeling methods that feature high teacher involvement and low student independence.

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).



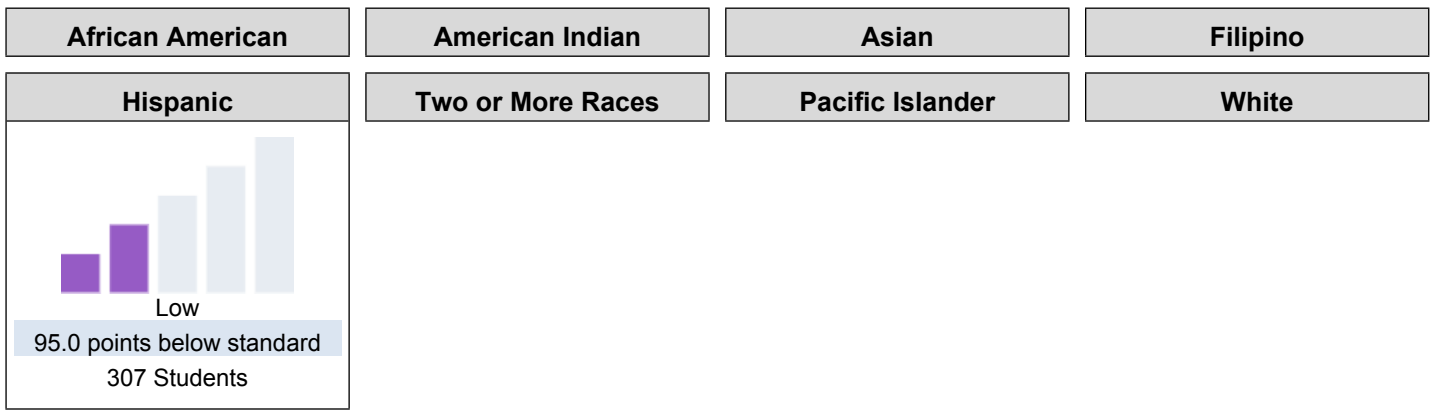
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
3	1	0	0	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	English Learners	Foster Youth
<p>Low</p> <p>95.0 points below standard</p> <p>307 Students</p>	<p>Very Low</p> <p>104.0 points below standard</p> <p>202 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very Low</p> <p>106.7 points below standard</p> <p>69 Students</p>	<p>Very Low</p> <p>96.7 points below standard</p> <p>290 Students</p>	<p>No Performance Level</p> <p>180.3 points below standard</p> <p>27 Students</p>

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
130.4 points below standard 130 Students	56.4 points below standard 72 Students	80.6 points below standard 94 Students

Conclusions based on this data:

1. We see EL students improving slightly and the general population maintaining. For the 2022-2023 school year, BRSA along with the rest of MUSD, we are participating in PLCs with a consulting firm. The monthly targeted meetings have Our regular staff meetings typically have agenda items related to test scores and our Leadership team meets often to desegregate the data. We have developed intervention plans to meet the academic, behavioral, emotional, and social needs of students, particularly those students at risk of failure in the state math exams.
2. We continue to strive for an excellent mathematics program. For that to happen, we are requiring effective teaching that engages students in meaningful learning through individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason. All of our teachers are using visuals and manipulatives. Many students need to see a lesson in addition to hearing it to make connections. Math is typically a progression-based subject so we are making sure that we have true vertical articulation from K-5th.
3. BRSA students will have realistic, individual math goals, a routine for daily practice sessions and a routine for corrective feedback during practice. Teachers have also discussed the implementation of small groups instruction to support and address the deficits in fundamental math.

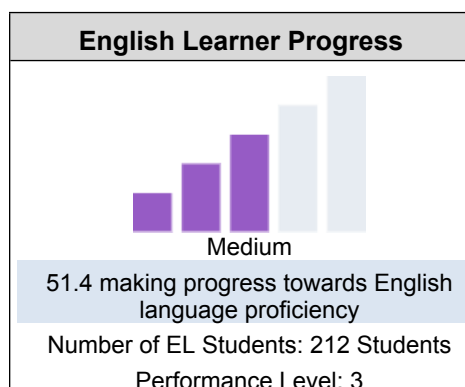
School and Student Performance Data

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
16.0%	32.5%	0.9%	50.5%

Conclusions based on this data:

1. Understanding the test. We are aligning our level of rigor and standards to appropriate interims by accessing the Interim Assessment Block from the smarter balanced assessments. We wanted a more accurate mirror that would divulge true data and identify gaps that previous benchmarks could not. We want our instruction driven by quality formative tests that will serve as the catalyst for our pedagogy moving forward.
2. Increase parental involvement- Maintaining a solid parent-teacher communication throughout the school year is the key to student success. We have raised our level of expectations for our kids at school and home. As we analyze the data and focusing on academics with renewed intensity and more purposeful focus through PLC grade level work, we are also working on ways our parents can help support their students.
3. We are monitoring teaching strategies to improve student study skills. In order for students to be successful on their state test, then teachers must give them the skills and habits that will help them master skills that can be applied when taking the yearly assessment. We are also including interim CAASPP Assessments and teachers have all been trained in Tools for teachers.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

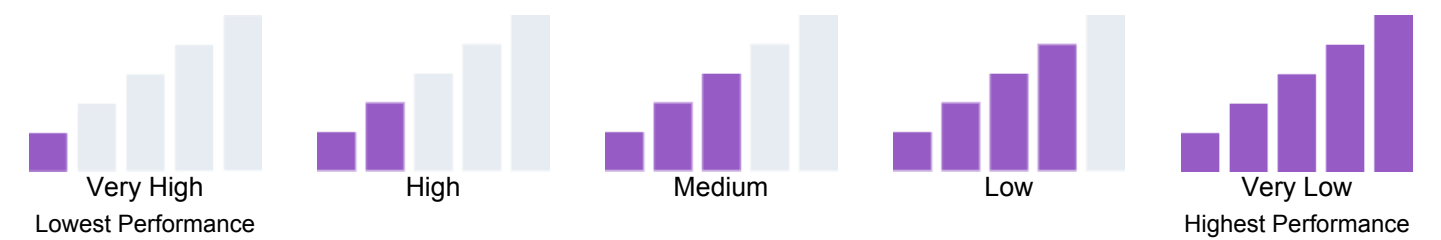
- 1.

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).



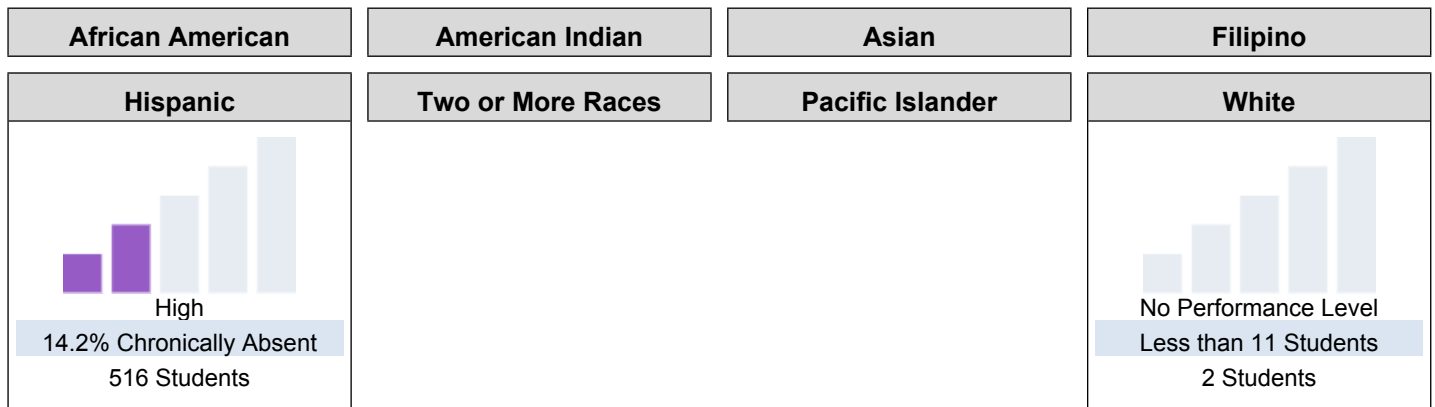
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	4	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<div>All Students</div> <div>High</div> <div>14.2% Chronically Absent</div> <div>516 Students</div>	<div>English Learners</div> <div>High</div> <div>10.73% Chronically Absent</div> <div>29 Students</div>	<div>Foster Youth</div>
<div>Homeless</div> <div>Very High</div> <div>30.0% Chronically Absent</div> <div>23Students</div>	<div>Socioeconomically Disadvantaged</div> <div>High</div> <div>15% Chronically Absent</div> <div>545 Students</div>	<div>Students with Disabilities</div> <div>High</div> <div>14.55% Chronically Absent</div> <div>55 Students</div>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. We set a goal of reducing our chronic absenteeism by 5% and have nearly met our goal. BRSA ended 2023 school year at 11% chronic absenteeism which is 4.3% lower than mid year. We need to clearly communicate school attendance expectations to students and their families, e.g. in the BRSA handbook, school website, and in face-to-face meetings. We have set a measurable attendance goal in the school improvement plan and regularly monitor progress toward that goal. 97%
2. There is a glaring need to form an attendance team. BRSA has developed an action plan to capture and focus on students that are "trending" and are "nearly" chronic. This plan will work towards reaching families and students in early prevention and reducing students that move from trending to nearly. We need a first line of defense against chronic absenteeism. This team would monitor attendance daily, track progress toward attendance goals, and communicate with parents and students about issues as they arise. Currently, our Learning Director and the attendance clerk are in communication and will begin to hold SART meetings with families and the counselor.
3. We definitely need to intervene early. We will be collaborating about how to create and set "triggers" to instantly alert the attendance team and school leaders to absences and develop an attendance action plan, focusing on accountability and the child's best interest to attend school and helping remove barriers that are keeping them from maintaining good attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

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

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. NA

2. NA

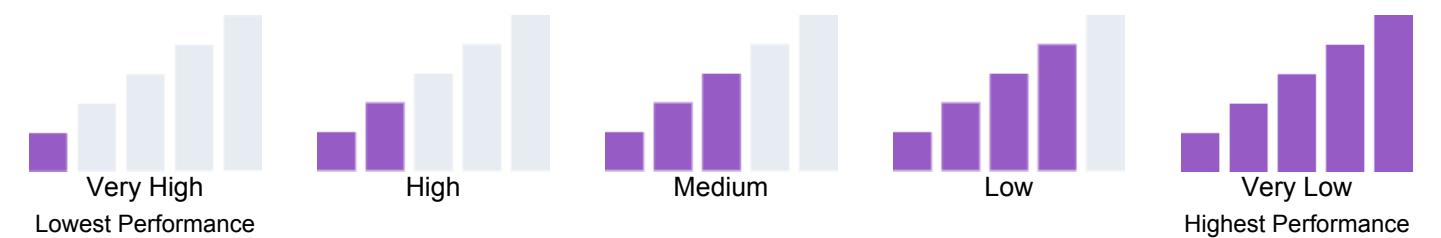
3. NA

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).



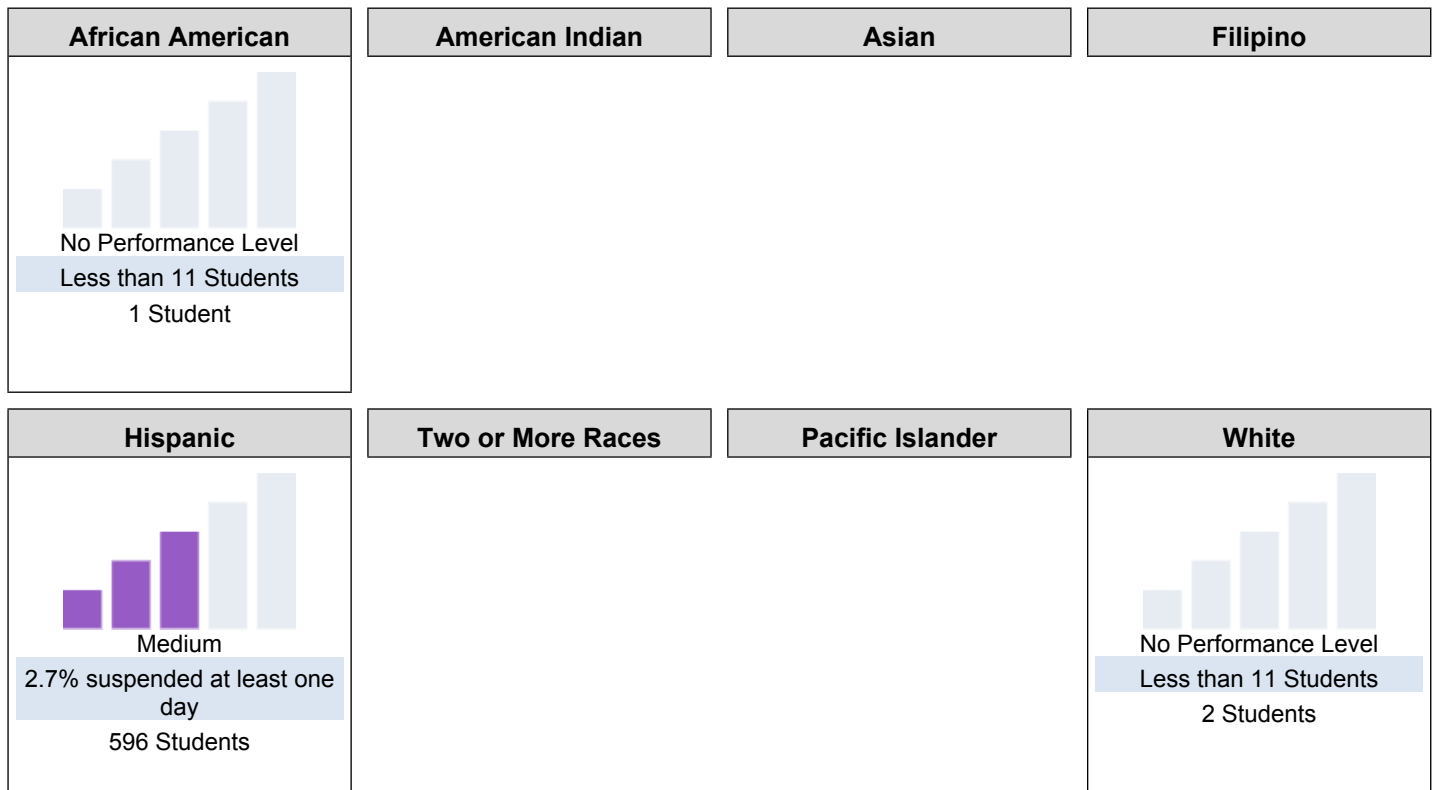
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	2	3	0	0

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		
<div>All Students</div> <div><p>Medium</p><p>2.7% suspended at least one day</p><p>599 Students</p></div>	<div>English Learners</div> <div><p>High</p><p>4.1% suspended at least one day</p><p>290 Students</p></div>	<div>Foster Youth</div> <div><p>No Performance Level</p><p>Less than 11 Students</p><p>3 Students</p></div>
<div>Homeless</div> <div><p>High</p><p>3.1% suspended at least one day</p><p>159 Students</p></div>	<div>Socioeconomically Disadvantaged</div> <div><p>Medium</p><p>2.5% suspended at least one day</p><p>565 Students</p></div>	<div>Students with Disabilities</div> <div><p>Medium</p><p>1.9% suspended at least one day</p><p>54 Students</p></div>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We continue to focus on PBIS system for promoting good choices and good behavior. Our expected suspension rates are expected to increase due to the difficulties students have experienced in readjusting after the world pandemic and returning to school.
2. We focus on strong relationships as we try to understand the underlying reasons for misbehavior and be in a better position to respond. Efforts include a swift response to students needs by our leadership team, intervention team, counseling and psychologists.
3. It's about solutions, not consequences. We use restorative practices to address misbehavior. Students who break the rules are asked to reflect on what happened, identify the harm done and come up with a plan to repair any damage and rebuild the relationship that has been harmed.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP GOAL #2 All MUSD students will read at grade level by the end of 2nd grade by 2024 as measured by STAR and ACADIENCE.

Goal 1

By May 31th, 2024, Browning Road STEAM Academy will increase overall met or exceeded 2021 percentage points on the CAASPP by 5% in ELA. Students in grades 1-6 will also increase the average STAR At/Above Benchmark score averages by 5%.

Identified Need

Many of our students do not read at grade level. During distance learning students were not able to take the CASPP, but since 2017, scores in ELA have maintained at 78.4 points below standard. Our CAASPP results for ELA showed 21% of our 3-5 grade students met or exceeded the goal. Our STAR Renaissance scores for the Spring semester of 2021 show an average of 22% of students across grades 1-6 scored At/Above Benchmark in the Reading Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	78.4 points below level 3	71.4 points below level 3
Renaissance STAR Reading Enterprise Assessments	S22% Average in At/Above Benchmark in Grades 1-6	All Grade Levels increase Average At/Above Benchmark by 5%
Renaissance STAR Reading Enterprise Assessments	Grade 3- 32% At/Above Benchmark	Grade 3 will increase to 37% At/Above Benchmark
Renaissance STAR Reading Enterprise Assessments	Grade 4- 21% At/Above Benchmark	Grade 4 will increase to 26% At/Above Benchmark
Renaissance STAR Reading Enterprise Assessments	Grade 5- 12% At/Above Benchmark	Grade 5 will increase to 17% At/Above Benchmark
Renaissance STAR Reading Enterprise Assessments	Grade 6-18% At/Above Benchmark	Grade 6 will increase to 23% At/Above Benchmark

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 student

Strategy/Activity

BRSA will continue to align with district goals and promote literacy and writing across all grade levels with a focus on TK-3rd grades. Use of standards-aligned instructional materials, printing and strategies: Supplement the core ELA curriculum to access standards-based curriculum will include various evidence based digital platforms and supplemental materials which include but are not limited to materials that will assist in phonemic awareness, phonics, writing strategies and literacy.

The school will allocate \$3,500 for supplemental material for TK-1st Grade. The school will allocate \$13,550 for supplemental material, which includes but is not limited to the printing of materials, for 2 -6th Grades.

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)

8,050

Source(s)

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Staff development and professional collaboration aligned with standards-based instructional materials: Teachers will be provided 2 Saturdays to collaborate and use planning time to develop school wide projects and as well as to meet with the site administrator to discuss the design of STEAM lessons, curriculum, instruction and assessments. (Ongoing beginning summer of 2023 and continue thru summer of 2024) A wide-ranging effort of collaboration and data analysis will help align focus and methods of instruction. Teachers will be trained in using STEAM Lesson Plan development where the design will ensure that all components of steam framework will incorporate and include curriculum and assessment based on content standards and include ELA, MATH, ELD CCSS Connection. The STEAM lesson plan integrates all disciplines and links all content standards to each component: Science, Technology, Engineering, Mathematics and Art/Performing Art.

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)

0

Source(s)

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL STUDENTS

Strategy/Activity

STEAM Materials

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)

0

Source(s)

Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: ALL MUSD students will be taught by a highly qualified staff that provides rigorous, relevant an intentional instruction that prepares all students for success in college and/or career.

Goal 2

By May 20th, 2023, Browning Road STEAM Academy will increase overall met or exceeded 2021 percentage points on the CAASPP by 5% in MATH. Students in grades 1-6 will also increase the average STAR At/Above Benchmark score averages by 5%.

Identified Need

Almost 80% of our students are not performing at grade level in math. During the first year of distance learning, students were not able to take the CASPP, however, prior to Distance Learning, BRSA averaged 15% Met/Exceeded in Math for 3-6 grade. While on Distance Learning, the same student group declined by 7.5%. This learning loss further exasperates the already wide academic gap between our ALL of our students in comparison to students through out the state. Our Renaissance STAR MATH scores for the Spring semester of 2021 show an average of 24.33% of students across ALL grades (1-6) scored At/Above Benchmark. Those scores for the 2022-2023 school year show a stagnant number across all grade levels.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP MATH	69.5 points below standard	66 points below standard
Renaissance STAR Math Enterprise Assessment	24% Average in At/Above Benchmark in Grades 1-6	All Grade Levels Increase Average At/Above Benchmark by 5%
Renaissance STAR Math Enterprise Assessment	Grade 3- 15% At/Above Benchmark	Grade 3 will increase to 18% At/Above Benchmark
Renaissance STAR Math Enterprise Assessment	Grade 4- 21% At/Above Benchmark	Grade 4 will increase to 26% At/Above Benchmark
Renaissance STAR Math Enterprise Assessment	Grade 5- 12% At/Above Benchmark	Grade 5 will increase to 17% At/Above Benchmark
Renaissance STAR Math Enterprise Assessment	Grade 6 - 18% At/Above Benchmark	Grade 6 will increase to 23% At/Above Benchmark

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

Strategy/Activity

Use of standards-aligned instructional materials and strategies: Supplement the core ELA curriculum to access standards-based curriculum will include various evidence based digital platforms and supplemental materials which include but are not limited to materials that will assist in reenforcing the core materials taught in Math. The supplemental material includes lessons that align standard and ELD standards in Math. The supplemental digital based materials will support lessons in Number in Placement Value, Measurement and Data, Problem Solving Strategies, Geometry, Addition and Subtraction, Operations and Algebraic Thinking Standards, Expressions and Equations and more standards. The supplemental materials also supports and preparation for the state assessment by aligning with the Performance Lessons, state testing blueprints, and DOK Levels 1-4.

As indicated in Goal 1 Strategy 1, the school will allocate \$3,500 for supplemental material for Tk-1st Grade. The school will allocate \$10,200 for supplemental material for 2 & 3 rd Grades. The school will allocate \$3,250 for supplemental materials for grades 4-6th Grades. The supplemental materials have both ELA and MATH components.

Staff development and professional collaboration aligned with standards-based instructional materials: Teachers will be provided release time to analyze data, and/or to observe other teachers within the district. Staff will have the opportunity to strengthen their teaching capacity by learning new strategies, from other experienced staff members. Alignment of instruction with content standards: STEAM lesson design templates are implemented to ensure consistency within each grade level. Appropriate grade level standards will be taught in all grades, to ensure that student have success on the Math IAB's, STAR Assessments and CAASPP.

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

Strategy/Activity

Parents will be encouraged to get involved through School Site Council (SSC), English Language Advisory Council (ELAC), District English Language Advisory Council (DELAC), the Migrant Parent Advisory Council (MPAC), and LC & AP to discuss strategies our parents can employ at home to help students practice math concepts.

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)

Students enrolled in program

Strategy/Activity

Extended learning time: All contents areas are taught in the Migrant extended day programs offered by the county throughout the year. Both Migrant and the district offer a Summer School Program for students who are educationally disadvantaged.
District offers Supplemental Educational Services to all eligible students in all content areas, when applicable. Students will have access to the after school CHAMPS program virtually.

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)
38723	After School and Education Safety (ASES)
7671	After School and Education Safety (ASES)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 1: ALL MUSD students will be taught by a highly qualified staff that provides rigorous, relevant and intentional instruction that prepares all students for success college and/or career.

Goal 3

By the end of the 2023-24 school year, BRSA will increase the percentage of students scoring expanding and bridging in the ELPAC by 5%. Distance Learning has created a learning loss factor that will be difficult to overcome. However, we intend on maintaining each proficiency level descriptor and continue making progress towards proficiency at the highest level. Reclassification requirements include students scoring at a Level 4 for consideration.

Identified Need

The overall number of ELD students that are scoring at a Level 4 has consistently decreased from 2017 to 2020 from 27% to 12.6%. Overall ELD students making progress towards English language proficiency or maintaining highest level has declined by 18.1% since 2015.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Progress towards English language proficiency	2021 - 35.8% Making Progress towards English language proficiency	40.8%

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 EL students

Strategy/Activity

Use of standards aligned instructional materials and strategies: Implement district approved state standards-based curriculum in ELD. BRSA is also contracting with KCSOS to provide year long support in English Language Development strategies for ALL of our teachers. This support will help establish strong foundation and focus on developing our student's writing skills. Supplement the core ELD curriculum that is part of the adopted curriculum, in addition to other standards-based curriculum--web-based programs--as agreed by the staff. Teachers will be trained in using STEAM lesson Plan development where the design will ensure that all components of STEAM framework are incorporated and include curriculum and assessment based on the content standards. The lesson plan design will also focus on essential questions and support for ELD students as well as NGSS standards.

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 Language Learners

Strategy/Activity

Extended learning time: To support our county initiatives, we will implement the following strategies for our EL students:
Check for comprehension frequently

- Professional Development provided by the KCSOS department of C&I
- Using quick formative assessments will help determine where more instruction is needed.
- Productive partner sharing
- Including a sentence starters using the Kate Kinsella Model
- Restate the expectations when needed.
- Model the task if it appears the directions were not sufficient.
- Checking for comprehension and providing clarification
- Use sentence and paragraph frames:
- Chunk texts: Reading academic texts is a challenge for ELs because of the complex academic vocabulary, complicated syntax, and density of text.
- Choose two to three key vocabulary words and provide pictures of those items.

Thinking Maps

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

Strategy/Activity

Staff development and professional collaboration aligned with standards-based instructional materials: ELD training will be offered to all staff, through the district office in accordance with their Title III Plan. Staff have access to student data--CAASP, ELPAC, Benchmark assessment results, teacher generated assessments, IABs. Through Aries and Illuminate, staff can generate grades fro

report cards, develop their lesson plans, record grades in the grade book, and have immediate access to student information in their classrooms.

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)
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Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: MUSD will ensure all students, parents and community members feel welcomed, involved, and engaged in their educational experience.

Goal 4

By the end of the 2023-2024 academic school year, we want to see little to no minor and or major behavior incidences. By the end of the 2023-2024 academic school year, 80% or more of those surveyed will feel that their classroom climate was safe and effective thought out the school year. By the end of 2022-2023 school year, BRSA will increase parent involvement by hosting various daytime events, and after school events and inviting parents to be a part of various committee and workshops.

Identified Need

Distance learning put a heavy strain on not only educators but on families as well. The return to in-person learning also provided additional challenges. During this past 2020-2021 school year, policies and procedures were put in place to protect students from the COVID-19 virus, however, we experienced a sharp upswing in positive cases. This impacted students attendance rates and in turn adversely affected students learning. BRSA students continued to experience a decrease in motivation and an increase in the need for social and emotional connectedness and learning. This was evident in our upper grades (4-5) and as indicated by the number of referrals made to the counselor and social worker for services.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Aeries incident report	During distance The previous year there was an average of about 30 referrals, 15 in school suspensions, and 60 lower demerits.	Decrease amount of referrals to less than 20, in school suspension to less than 8, reduce lower demerits by 30.
Counseling Small Group Participation	This year is a baseline year. The previous year there were 35 teachers and student referrals.	Increase the student participation in groups that teach social skills, conflict mediation, communication skills to help students be productive participants in the classroom and on campus.
Site Based Student and Staff Survey	Student Survey was given in April of 2022.	By the end of the 2022-2023 academic school year, 80% or more of those surveyed will feel that their classroom climate is safe and effective thought out the school year.
Parental Involvement in Committees and Events	This year will be a baseline year.	By the end of 2022-2023 academic school year, we will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		have 35 parents participate and graduate from PIQE, and an additional 20 attend and graduate from STEAM classes also through PIQE. 50% of parents will participate in events such as BTSN and STEAM night.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Train staff in using preventative safety measures (ie. signs of bullying). Promote positive behavior. PBIS lessons will be provided to students weekly during CUB/Character Education time. Invite parents to join School Site Council Meetings, English Language Learner Committee Meetings, Parent Steam Night, Literacy Lunch.

PBIS Committee will work with the school to promote positive culture and climate.

BRSA has successfully submitted the application for the BRONZE Medal for PBIS.

Our will provide team building activities through PIQE. A survey conducted by this vendor, states that 73% of parents want help and support with digital platforms and 90% said they wanted more information on our SEL programs. Through PIQE, parents will also receive classes in STEAM, participate in workshops geared at increasing school connectedness and they will participate in a dialogue with the Principal at graduation from this program.

BRSA will host a Special Education Resources Vendors fair during the Fall semester. This vendors fair will be aimed at providing families with information and resources in their community and schools. BRSA will partner with inside and outside agencies to hold an event for parents of students with special needs. All parents are welcome and we will invite parents from the whole district.

BRSA will find ways to examine student achievement in relationship to parent involvement.

BRSA will support the counseling department by scheduling time for PBIS lessons, educate and involve parents in the efforts and strategies used to support students social and emotional growth. BRSA will continue to support families by using Parent Square to provide information on community resources, public programs, trainings, and other valuable resources to help strengthen school/parent relationships.

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)

3,500

Source(s)

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students will be given access to our campus makerspaces. The BRSA Academic Coach will use the makerspaces to model effective teaching strategies while engaging the students with STEAM (Science, Technology, Engineering, Art, Mathematics) 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)

9000

Source(s)

Title I

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 5: MUSD will reduce chronic absenteeism rates to under 5% by 2023.

Goal 5

BRSA will strive to meet our daily attendance goal of 97%. Our goal is to reduce chronic absenteeism rates at BRSA by an additional 5% in efforts to meet the district goal of reaching under 5%.

Identified Need

In the year 2022-2023, BRSA had a daily attendance rate of 96% and a chronic absenteeism rate of 14.0%.

As indicated in Goals 1-3, our students are significantly underperforming and that is directly correlated to attendance rates.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Daily Attendance Percentage	96%	98%
Chronic Absenteeism Rate	14.0%	Reduce by 5%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

By the end of 2022-2023, BRSA has reduced the chronic absenteeism rate by 4%, nearly meeting our goal of reduction by 5%. BRSA team has developed an Improvement Plan for ATSI. This plan includes early detection of students that are "Trending" and are identified as "Nearly" chronic by Kern KIDS database. The early detection and intervention process will include the development of a tiered school site based system that is intended to work with chronic absent students and the families at the beginning of the school year.

Teachers will also continue to take a few minutes every morning to engage students and cultivate relational capacity. BRSA also has structured an incentive plan which includes, weekly, bi weekly and monthly attendance prizes for grades, classes, individuals and the school as a whole.

Incentives/Rewards/Supplies will include the purchasing of:

FunDay supplies- Lunch Time activities, Movie Days w/ popcorn, pizza parties, ice cream coupons, traveling CUB mascot, Class CUB bear, Perfect-Attendance Dog tabs, Perfect Attendance, Awards recognitions and other Cub Gear.

Tier 1,2,3 interventions starting with attendance clerk contacts, Parent Square messages, Teacher checks, referrals to Counselors, SART, SARB, Letters home, and home visits. The chronic absenteeism plan also includes requiring parents to attend parenting classes. SARB committee will also provide students with interventions and or penalties when students are missing 10% or more of the school year. We will also employ the services of our community partner SRO from the Probation department to conduct home visits and identify the barriers that are preventing the students from coming to school. In the event that students and families are in need of housing, food or other basic necessities, we will refer them to our Family Resources Center for additional support.

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)
10,000	LCFF

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Many of our students do not read at grade level. During distance learning students were not able to take the CASPP, but since 2017, scores in ELA have maintained at 78.4 points below standard. Our CAASPP results for ELA showed 21% of our 3-5 grade students met or exceeded the goal. Our STAR Renaissance scores for the Spring semester of 2021 show an average of 22% of students across grades 1-6 scored At/Above Benchmark in the Reading Assessment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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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.

BRSA will continue to align with district goals and promote literacy and writing across all grade levels with a focus on TK-3rd grades. Increasing both reading and writing goals continues to be the focus along with increasing student performance in math. As we continue as a site to focus on student connectedness and enhancing student connectedness, the site will also continue to focus on building the teacher efficacy by continuing to provide them with professional development in those targeted area. Teachers are also engaging in Professional Learning Communities and analyzing student data to drive instruction. Teachers are also encouraged to practice autonomy in the classroom and design lessons with key components, such as content, skill, strategies that design higher order thinking tasks to increase student achievement. Use of standards-aligned instructional materials and strategies: Supplement the core ELA curriculum to access standards-based curriculum will include various evidence based digital platforms and supplemental materials which include but are not limited to materials that will assist in phonemic awareness, phonics, writing strategies and literacy.

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

BRSA continues to experience teacher turnover that effects the intended implementation of the strategies and activities because of the high cost of continued professional development, training and other expenses. For the 2023-2024 school year, BRSA has added 3 new teachers and is retaining 13 of its new teachers. New teachers have been trained in PLC, ELD Writing Strategies and Curriculum is also very expensive and prices are continuing to increase. The price increases will continue to impact decisions as they relate to curriculum, materials, supplies and professional development for teachers. Schools are feeling the financial pressures of inflation and the price increase of materials, however, in years past, the allocation of funds on supplemental materials chosen by various grade levels has proven to have a positive impact on students, especially in the primary grades.

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.

During the School Site Council parents discussed the allocation of supplemental material and made some adjustments. Parents requested summaries from teachers regarding the efficacy of the strategies. The metrics that will measure student growth are the same metrics that will be updated at the end of the 2023-2024 school year. Those metrics include CAASPP scores in Math, English, Science and STAR Scores in Reading and Math. It is the goal and intention of this plan to serve as a guide to all stake holders for the purpose of making gains in all critical five areas. Those five areas are improving in reading, math, chronic absenteeism, English Language Learners, and parent engagement. Goals that are quantifiable have an expected growth rate of 5% and within this plan, parental engagement strategies and activities will be updated at the end of the school year of 2024.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$76,944.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$17,050.00
Title I Part A: Parent Involvement	\$3,500.00

Subtotal of additional federal funds included for this school: \$20,550.00

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

State or Local Programs	Allocation (\$)
After School and Education Safety (ASES)	\$46,394.00
LCFF	\$10,000.00

Subtotal of state or local funds included for this school: \$56,394.00

Total of federal, state, and/or local funds for this school: \$76,944.00

School Site Council Membership

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

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

Name of Members	Role
Ryan Absey	Principal
Sonja Lopez-Bangi	Classroom Teacher
Denise Gentry	Other School Staff
Rocio Madrigal	Parent or Community Member
Sylvia Albarca	Parent or Community Member
Richard Perez	Parent or Community Member
Damariz Lopez	Parent or Community Member
Anel Chavez	Classroom Teacher
Rosa Estrada	Classroom Teacher
Elizabeth Ambriz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Special Education Advisory Committee

Other: STEAM Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 3, 2021.

Attested:



Principal, Ryan Absey on 05/31/22

SSC Chairperson, Richard Perez on 05/31/22

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

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

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

Budget Summary

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

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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