

School Year: **2022-23**

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Brookside Elementary School	21 75002 6024681	3/20/23	

## 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)

Additional 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.

Our plan aligns with our LCAP goals, identifying needs for instructional interventions, developing effective curricular practices and engagement for all stakeholders.

# 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 are in our second year of using Panorama to survey students and parents/guardians. The survey covers School Climate, Sense of Belonging, School Safety, Teacher-Student Relationships, and Valuing of School.

## Classroom Observations

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

Formal and informal observations are conducted on a daily basis. A summary of my observations include:

Teachers are deepening their literacy instruction using a balance of high-leverage reading instructional strategies that include elements of both Balanced and Structured literacy.

Teachers are implementing the District-wide Bridges in Mathematics program alongside math talks and problem-based activities that engage all students through differentiated instruction.

Teachers are using Mystery Science and inquiry-based practices for instruction aligned with NGSS science standards.

Teachers are integrating multiple perspectives into their social studies curriculum.

Teachers are integrating equity-based books, lessons, activities, and culturally responsive practices.

Teachers are differentiating their instruction through 1-1 conferring, small group instruction, and independent research/inquiry projects.

Teachers are utilizing technology to support instruction when available.

Teachers are using both formative and summative assessments and analyzing data within our new assessment management system to guide instruction.

School-wide SEL is integrated into classrooms.

Teachers are implementing mindfulness activities.

## 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 District calendar is established to provide a minimum day on Wednesday in order to provide opportunities for staff to meet in grade-level teams. The teachers meet to analyze data, set goals for instruction and intervention strategies, discuss teaching strategies, and set grade level goals and curriculum scope and sequence.

The District uses a variety of multiple measures to assess students' abilities and uses the results of these measures to plan instruction and interventions for students. Grades K-8 use Fountas & Pinnel Benchmarks and/or Scholastic Reading Inventory and Phonics Inventory to determine a student's reading level. In math, teachers use summative and formative assessments to assess student growth and inform teaching. The District has developed a rubric for reclassification of EL students using Fountas & Pinnel or SRI data. We have also piloted a reading screener (DIBELS). These students are progress-monitored for two years to ensure their continued growth.

CAASPP data will be used to establish benchmarks for the school. The new adaptive testing tools are providing opportunities for both instruction and evaluation. We are focusing on ensuring the students are comfortable with the testing format and will be providing more instruction on how to navigate and use the tools provided in the tests. State data from the CAASPP and the ELPAC will be used in conjunction with performance data obtained through multiple measures and student observation in order to plan instruction and meet student needs.

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

Teachers use informal observation, anecdotal information from conferring with students regularly during reader's workshop, and curriculum-embedded benchmarks to guide and differentiate instruction for all students; both students requiring interventions and those that are high performing and require opportunities for acceleration and enrichment. Teachers use department and grade-level team meetings to problem-solve and plan instruction. The school has an Integrated Service Team and Student Study Team model in place in order to support general education teachers in developing Multi-Tiered System of Support with goals and progress monitoring for students of concern.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers in the District meet the requirement for being highly qualified.

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

All the site teachers have appropriate credentials. Throughout the year, teachers receive professional development provided by the District and occasional third-party professional development targeted for specific needs. In addition, the District has established an Instructional Leadership Team who are working collaboratively with school administration to provide support to peers in all aspects of the curriculum. Teachers also receive coaching on Tier I classroom strategies from our MTSS coaches.

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

RVSD has established a professional development calendar to ensure teachers have access to professional development aligned with assessment results in the core curricular areas and identified needs to support the Common Core State Standards. In English Language Arts, they have access to training in components of a Structured and Balanced literacy. Teachers receive coaching in Common Core English Language Arts and Math instruction from our instructional coaches. In addition, teachers have the opportunity to attend training based on specific content area needs. For example, Behavioral Strategies for Students with ADHD, High-Impact English Language Development, and STEM (Integrated Technology Engineering and Math Science) to deepen content knowledge and pedagogy to promote education aligned to the Common Core State Standards in English Language Arts, Mathematics and Next Generation Science Standards (NGSS). The District also supports teachers by providing opportunities for them to personalize their learning by developing a professional development plan to earn continuing education units (CEUs).

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

The District has a variety of supports for teachers. For new teachers, the District provides Induction mentors. The District has established a team of teacher leaders (D-LITE) to support instruction and set the professional development mission and goals. MTSS coaches provide 1:1 and full-staff professional development on Tier I strategies. Site staff meetings are used for weekly professional development on high-leverage and culturally responsive teaching practices.

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

Time is regularly provided for site grade level teams and District grade level teams to collaborate. The District believes that students will benefit by:

- Instructional Strategies and Methodology that is consistent across the grade level
- Instruction that is vertically aligned from grade level to grade level
- Signature instructional practices that are developed and shared by teachers
- Teacher skills that are leveraged across the schools - creating a community of support

The District intends to share these across all grade levels with the goal of enhancing overall student learning.

## Teaching and Learning

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

The school uses a variety of curricular materials to meet the Common Core Standards in ELA, Math, Social Studies and Science. The District has provided each teacher with a leveled library, a phonics or word work program, and the Units of Study for Teaching Reading for each classroom teacher. Teachers are also using the District-adopted program, Bridges in Mathematics, along with other Common Core supplemental math materials.

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

The bell schedule is developed to provide uninterrupted opportunities to provide instruction in ELA and Math. The Principal and Leadership team develop instructional blocks in reading/language arts and mathematics to provide appropriate instructional minutes. Each student receives at least 60 minutes of ELA instruction and 60 minutes of mathematics instruction throughout the day. The District has established the instructional minutes for all subject matter across grade levels.

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

Grade level teams meet to discuss instructional pacing of common core curriculum. Through professional development, teachers are developing a knowledge of the shifts in both English Language Arts and Mathematics and areas of instructional focus.

Through discussion at District Administrative meetings the Principals and District staff work collaboratively to ensure that there is a common understanding of the pace of instruction.

Tier II intervention needs of students are provided through pull-out and push-in services which are coordinated with the classroom teachers, so as not to interfere with core instruction

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

The District provides standards-based instructional materials as well as intervention materials to support each student's progress toward grade-level standards. Instructional materials are research-based and support student achievement and increased learning. Some of the materials include Units of Study for Reading and Writing; Foundations® reading, Heggerty phonics, spelling, and handwriting; Leveled Literacy Instruction; Sonday, Lexia Core 5 and Bridges in Mathematics core and intervention programs.

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

The District provides scientifically researched based instructional materials that are aligned to the standards. Intervention materials are aligned to the areas of student need and are scientifically researched based.

## Opportunity and Equal Educational Access

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

Teachers meet regularly to review initial data and progress monitoring data for students who are receiving interventions. The results from the data are used to guide instruction in alignment with the Common Core State Standards. Teachers differentiate the curriculum in ELA by using the Reading and Writing Workshop model which includes small group instruction and 1-1 conferences targeted for each student's individual needs. Teachers also differentiate math instruction by implementing strategy groups that address specific needs. Students with more intense needs in ELA receive support from a reading intervention teacher through a program called Sunday. Special education programs support the needs of special education students. The Students having difficulty with social-emotional skills receive counseling support to improve motivation and school performance. The Student Study Team offers teachers and parents suggestions, strategies, and accommodations to support students not meeting standards.

Evidence-based educational practices to raise student achievement

Teachers use the District-adopted, research-based, Common-Core aligned curriculum in ELA, math, science, and social studies. They additionally receive training in high leverage instructional practices that raise the achievement of all students.

## Parental Engagement

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

The Parent Association and the YES Foundation support the additional needs of all students at our school. They support students by subsidizing technology, art, music, engineering, poetry, and school assemblies along with teacher grants. We encourage parent volunteers to assist in the classroom and the school site activities on a regular basis. There is a District English Language Advisory Committee and Special Education Parent Group and Wellness Committee that meets throughout the school year to provide information on a variety of topics such as reading intervention, executive functioning skills, social emotional learning, health, and safety. Also, the District supports the Ross Valley Healthy Community Collaborative by collaborating with the Tamalpais High School District and both local towns to provide parent education and student programming related to student wellness.

The District staff provides additional support to the school site in the areas of technology, student services, and curriculum. The District has provided support to translate materials and forms for parents in Spanish, the primary other language spoken by families in the RVSD. Also, the District provides translation at student conferences and Student Success Teams and IEP meetings. There is District support in identifying students that qualify for subsidies for the National School Lunch Program. There is a homeless liaison that works with the Marin County Office of Education to provide supports for students that are identified as homeless or foster students. There are a variety of programs and supports from parents, staff and community to provide necessary supports that will foster student engagement and participation for all students.

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)

The District oversees the parents, community representatives, and school staff in planning, implementing, and evaluation of the Consolidated Application to provide students supports district wide.

## Funding

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

The district utilizes categorical funds to target instruction for students that are underperforming. The District provides instruction to English Language Learners in ELD primarily focusing on reading and writing support. All of the general education teachers have received their CLAD. Teachers are aware of the importance of developing the student's knowledge of academic vocabulary. In addition, students that qualify for the NSLP receive targeted instruction through Title I. This is Tier II support targeted to improve reading and writing and math skills. Each site has a designated EL teacher to support multi-lingual students.

Fiscal support (EPC)

The District provides fiscal support for students that are underperforming. The District's general fund supports the additional materials and staff needs that are not funded in their entirety by Federal and State funds. The Director of Student Services in collaboration with the Chief Business Official allocates funds to provide additional staff , professional development, and scientifically researched based instructional materials

## **Educational Partner Involvement**

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

### **Involvement Process for the SPSA and Annual Review and Update**

The RVSD has a number of teams that provide opportunities for our educational partners to share their input including Teacher Leadership Team (DLITE), Parent/Guardian Equity Task Force, Site Council, Round Table, Superintendent's Council, and Superintendent and Principal chats.

## **Resource Inequities**

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

Brookside does not experience any resource inequities.

# 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	0.57%	1.0%	1.04%	2	3	3
Asian	1.15%	1.4%	1.04%	4	4	3
Filipino	0.29%	0.7%	0.69%	1	2	2
Hispanic/Latino	12.07%	9.9%	12.15%	42	29	35
Pacific Islander	0%	%	%	0		
White	77.87%	77.4%	74.65%	271	226	215
Multiple/No Response	8.05%	9.6%	10.42%	28	28	30
	<b>Total Enrollment</b>			348	292	288

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	76	42	53
Grade 1	68	61	46
Grade 2	49	58	54
Grade3	50	42	50
Grade 4	48	48	39
Grade 5	57	41	46
<b>Total Enrollment</b>	348	292	288

### Conclusions based on this data:

1. District-wide enrollment has seen a decline, particularly post-pandemic.
2. There was an increase in the number of African American and Hispanic/Latino students in 2021-22



# 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	14	9	12	4.0%	3.10%	4.2%
Fluent English Proficient (FEP)	7	3	4	2.0%	1.00%	1.4%
Reclassified Fluent English Proficient (RFEP)	0	1		0.0%	0.30%	

### Conclusions based on this data:

1. The number of EL students increased in 2021-22.
2. The number of FEP students increased in 2021-22.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	45	41	50	44	40	50	44	40	50	97.8	97.6	100.0
Grade 4	53	46	39	50	46	39	50	46	39	94.3	100.0	100.0
Grade 5	57	40	46	56	37	46	56	37	46	98.2	92.5	100.0
All Grades	155	127	135	150	123	135	150	123	135	96.8	96.9	100.0

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2481.	2467.	2488.	47.73	37.50	58.00	29.55	30.00	14.00	15.91	22.50	22.00	6.82	10.00	6.00
Grade 4	2539.	2478.	2539.	66.00	32.61	61.54	12.00	23.91	20.51	14.00	15.22	10.26	8.00	28.26	7.69
Grade 5	2580.	2549.	2515.	57.14	43.24	23.91	25.00	24.32	41.30	12.50	18.92	10.87	5.36	13.51	23.91
All Grades	N/A	N/A	N/A	57.33	37.40	47.41	22.00	26.02	25.19	14.00	18.70	14.81	6.67	17.89	12.59

### 2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	47.73	35.00	40.00	47.73	55.00	58.00	4.55	10.00	2.00
Grade 4	54.00	32.61	41.03	38.00	56.52	58.97	8.00	10.87	0.00
Grade 5	53.57	27.03	21.74	37.50	67.57	65.22	8.93	5.41	13.04
All Grades	52.00	31.71	34.07	40.67	59.35	60.74	7.33	8.94	5.19

### 2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	29.55	27.50	38.00	63.64	57.50	52.00	6.82	15.00	10.00
Grade 4	42.00	15.22	43.59	44.00	58.70	48.72	14.00	26.09	7.69
Grade 5	53.57	32.43	23.91	37.50	54.05	52.17	8.93	13.51	23.91
All Grades	42.67	24.39	34.81	47.33	56.91	51.11	10.00	18.70	14.07

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	36.36	27.50	26.00	59.09	62.50	72.00	4.55	10.00	2.00
Grade 4	38.00	15.22	25.64	54.00	69.57	71.79	8.00	15.22	2.56
Grade 5	42.86	21.62	13.04	55.36	70.27	82.61	1.79	8.11	4.35
All Grades	39.33	21.14	21.48	56.00	67.48	75.56	4.67	11.38	2.96

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	40.91	27.50	28.00	54.55	70.00	70.00	4.55	2.50	2.00
Grade 4	56.00	15.22	23.08	36.00	69.57	71.79	8.00	15.22	5.13
Grade 5	53.57	32.43	28.26	41.07	54.05	56.52	5.36	13.51	15.22
All Grades	50.67	24.39	26.67	43.33	65.04	65.93	6.00	10.57	7.41

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. The majority of students are above or at standards in ELA for all grades.
2. There was an increase in the number of students below ELA standards in 2021-22 for fifth grade.
3. Fifth grade students as compared to our third and fourth grade students need additional support with reading, writing and research/inquiry.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	45	41	50	44	41	50	44	41	50	97.8	100.0	100.0
Grade 4	53	46	39	50	45	39	50	45	39	94.3	97.8	100.0
Grade 5	57	40	46	56	38	46	56	38	46	98.2	95.0	100.0
All Grades	155	127	135	150	124	135	150	124	135	96.8	97.6	100.0

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2496.	2467.	2499.	47.73	26.83	54.00	25.00	48.78	30.00	22.73	12.20	10.00	4.55	12.20	6.00
Grade 4	2534.	2483.	2554.	50.00	22.22	48.72	28.00	40.00	33.33	16.00	20.00	15.38	6.00	17.78	2.56
Grade 5	2543.	2537.	2509.	33.93	36.84	28.26	33.93	15.79	26.09	21.43	31.58	21.74	10.71	15.79	23.91
All Grades	N/A	N/A	N/A	43.33	28.23	43.70	29.33	35.48	29.63	20.00	20.97	15.56	7.33	15.32	11.11

### 2019-20 Data:

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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	54.55	41.46	54.00	38.64	46.34	38.00	6.82	12.20	8.00
Grade 4	60.00	33.33	53.85	28.00	48.89	38.46	12.00	17.78	7.69
Grade 5	35.71	26.32	26.09	37.50	57.89	47.83	26.79	15.79	26.09
All Grades	49.33	33.87	44.44	34.67	50.81	41.48	16.00	15.32	14.07

### 2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b> 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
<b>Grade 3</b>	61.36	36.59	50.00	31.82	51.22	46.00	6.82	12.20	4.00
<b>Grade 4</b>	54.00	22.22	51.28	32.00	57.78	48.72	14.00	20.00	0.00
<b>Grade 5</b>	41.07	36.84	21.74	48.21	47.37	56.52	10.71	15.79	21.74
<b>All Grades</b>	51.33	31.45	40.74	38.00	52.42	50.37	10.67	16.13	8.89

2019-20 Data:

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<b>Communicating Reasoning</b> 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
<b>Grade 3</b>	54.55	26.83	46.00	38.64	63.41	42.00	6.82	9.76	12.00
<b>Grade 4</b>	52.00	20.00	61.54	40.00	64.44	33.33	8.00	15.56	5.13
<b>Grade 5</b>	39.29	21.05	15.22	51.79	68.42	67.39	8.93	10.53	17.39
<b>All Grades</b>	48.00	22.58	40.00	44.00	65.32	48.15	8.00	12.10	11.85

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. The majority of students in third and fourth grades performed at or above standards in mathematics.
2. As compared to third and fourth grade students, our fifth grade students need additional support in all areas of mathematics.
3. The greatest increase in students below standard is in the area of problem solving and modeling data/analysis.

# 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	*	*	*	*	*	*	*	*	*	8	*	*
1	*	*	*	*	*	*	*	*	*	9	4	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades										17	11	9

### 2019-20 Data:

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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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	17.65	18.18	*	47.06	18.18	*	35.29	18.18	*	0.00	45.45	*	17	11	*

### 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	23.53	45.45	*	58.82	9.09	*	11.76	27.27	*	5.88	18.18	*	17	11	*

### 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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	11.76	0.00	*	41.18	18.18	*	47.06	18.18	*	0.00	63.64	*	17	11	*

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	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*	*
5		*	*		*	*		*	*		*	*	*
All Grades	47.06	18.18	*	52.94	54.55	*	0.00	27.27	*	17	11	*	*

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	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*	*
5		*	*		*	*		*	*		*	*	*
All Grades	17.65	45.45	*	70.59	18.18	*	11.76	36.36	*	17	11	*	*

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	17.65	0.00	*	82.35	45.45	*	0.00	54.55	*	17	11	*

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5		*	*		*	*		*	*		*	*
All Grades	41.18	0.00	*	58.82	54.55	*	0.00	45.45	*	17	11	*

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. Data for 2021-22 was not reported.



# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>288</b>	<b>6.6</b>	<b>4.2</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Brookside Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	12	4.2
<b>Foster Youth</b>		
<b>Homeless</b>		
<b>Socioeconomically Disadvantaged</b>	19	6.6
<b>Students with Disabilities</b>	28	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	3	1.0
<b>American Indian</b>		
<b>Asian</b>	3	1.0
<b>Filipino</b>	2	0.7
<b>Hispanic</b>	35	12.2
<b>Two or More Races</b>	30	10.4
<b>Pacific Islander</b>		
<b>White</b>	215	74.7

**Conclusions based on this data:**

1. Enrollment for student groups: Hispanic and students of two or more races is higher than African American, Asian or Filipino students.
2. There is a higher number of students with disabilities than English Learners or Socioeconomically Disadvantaged.

# School and Student Performance Data

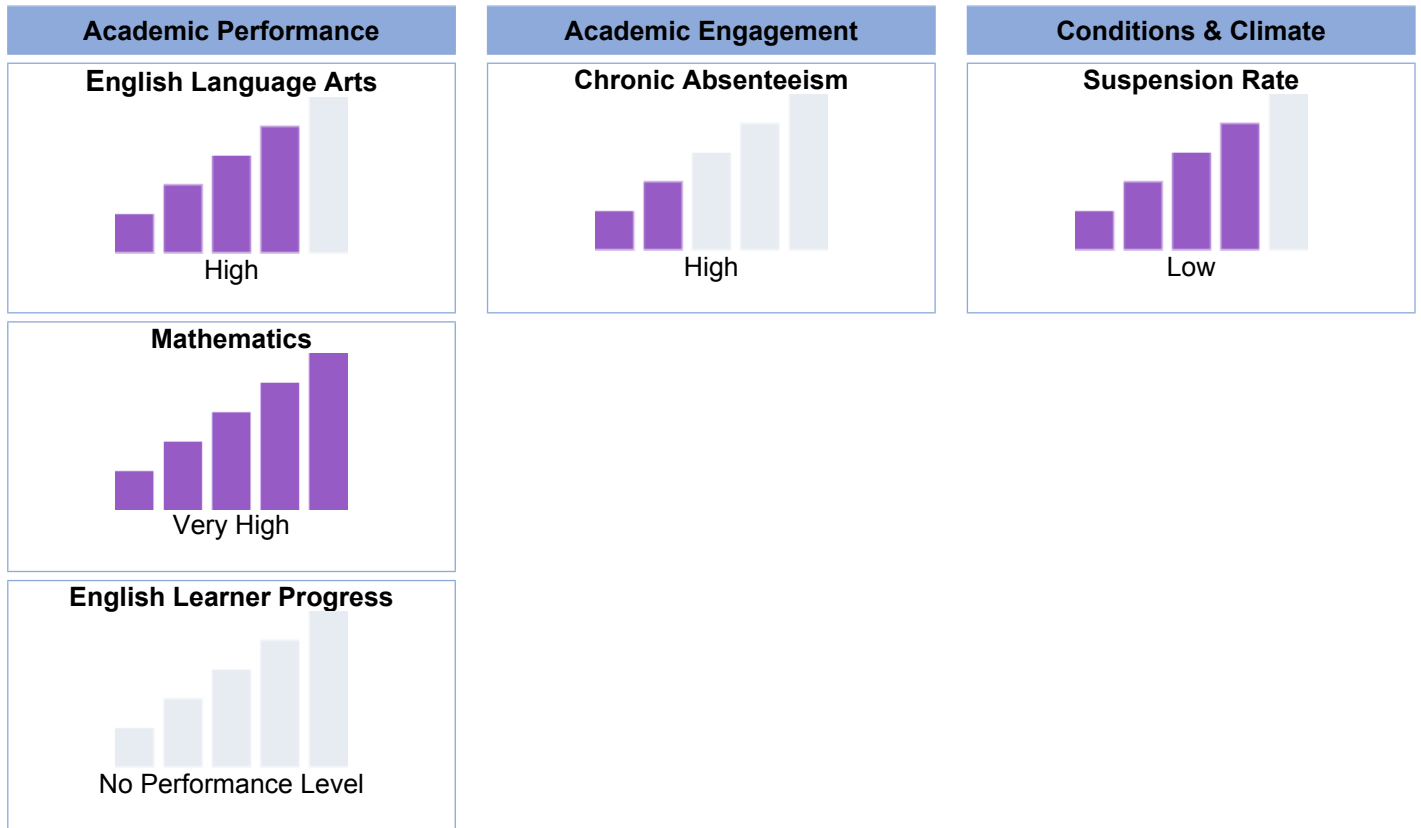
## Overall Performance

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



#### Conclusions based on this data:

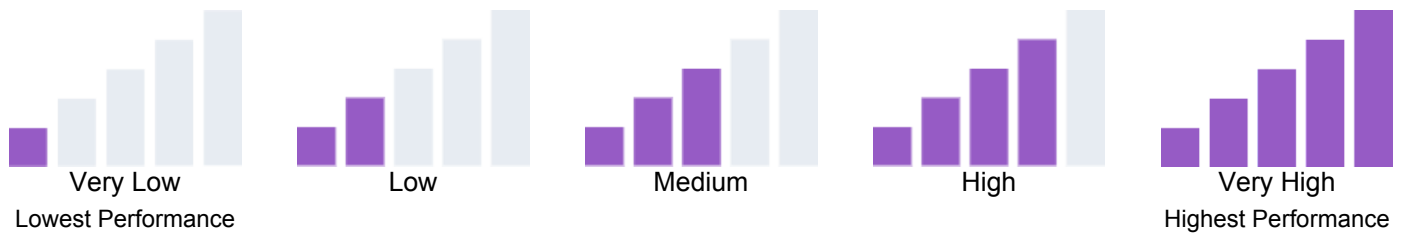
1. Chronic absenteeism is high due to adherence to COVID guidelines.
2. ELA and Math performance is high overall.

# School and Student Performance Data

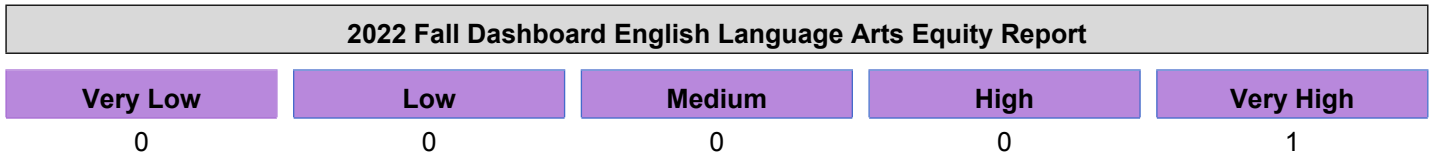
## Academic Performance English Language Arts

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](#).

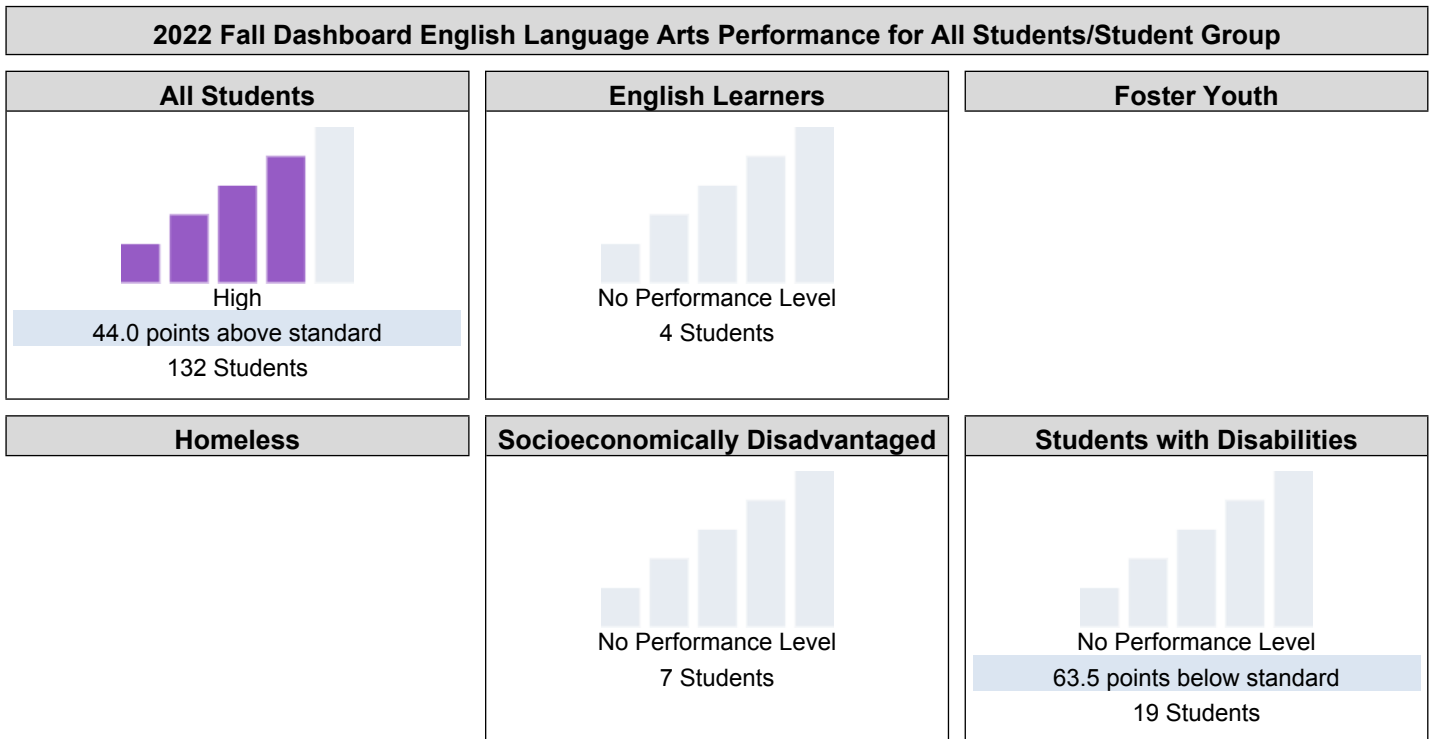
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



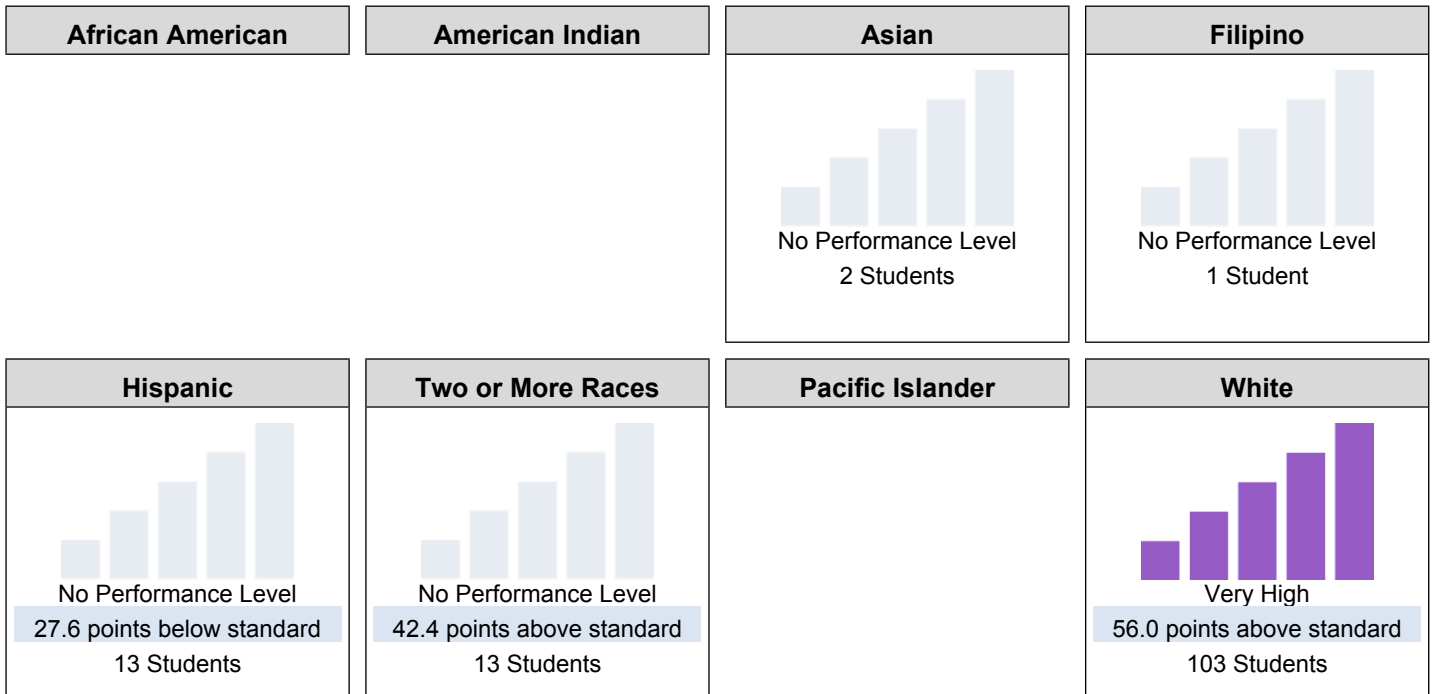
This section provides number of student groups in each level.



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
3 Students	1 Student	47.1 points above standard 127 Students

**Conclusions based on this data:**

1. Students with disabilities are not performing as high as all students.
2. White students and students of two or more races are performing above standard.
3. Hispanic students are performing below standard.

# School and Student Performance Data

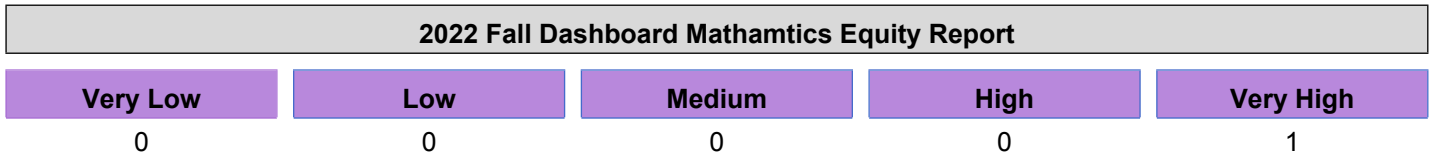
## Academic Performance Mathematics

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](#).

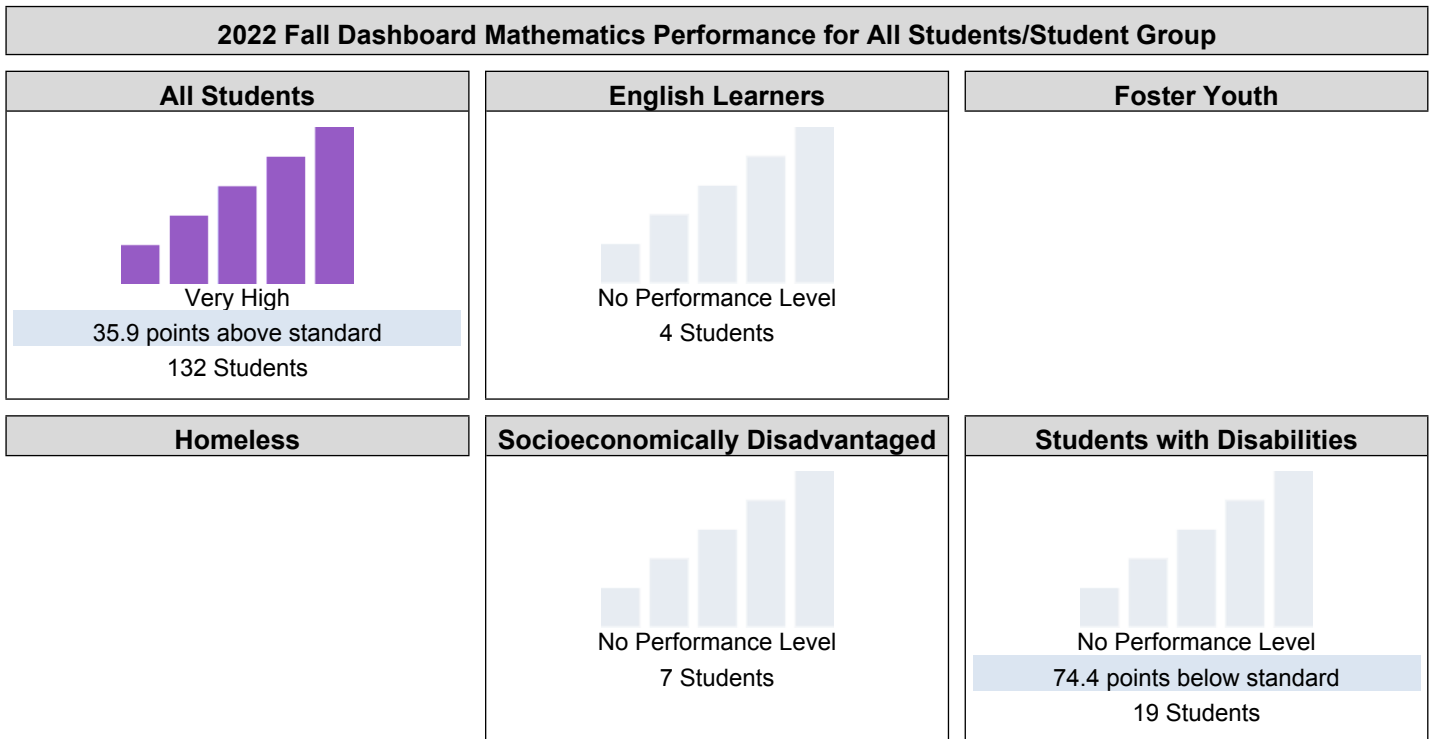
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



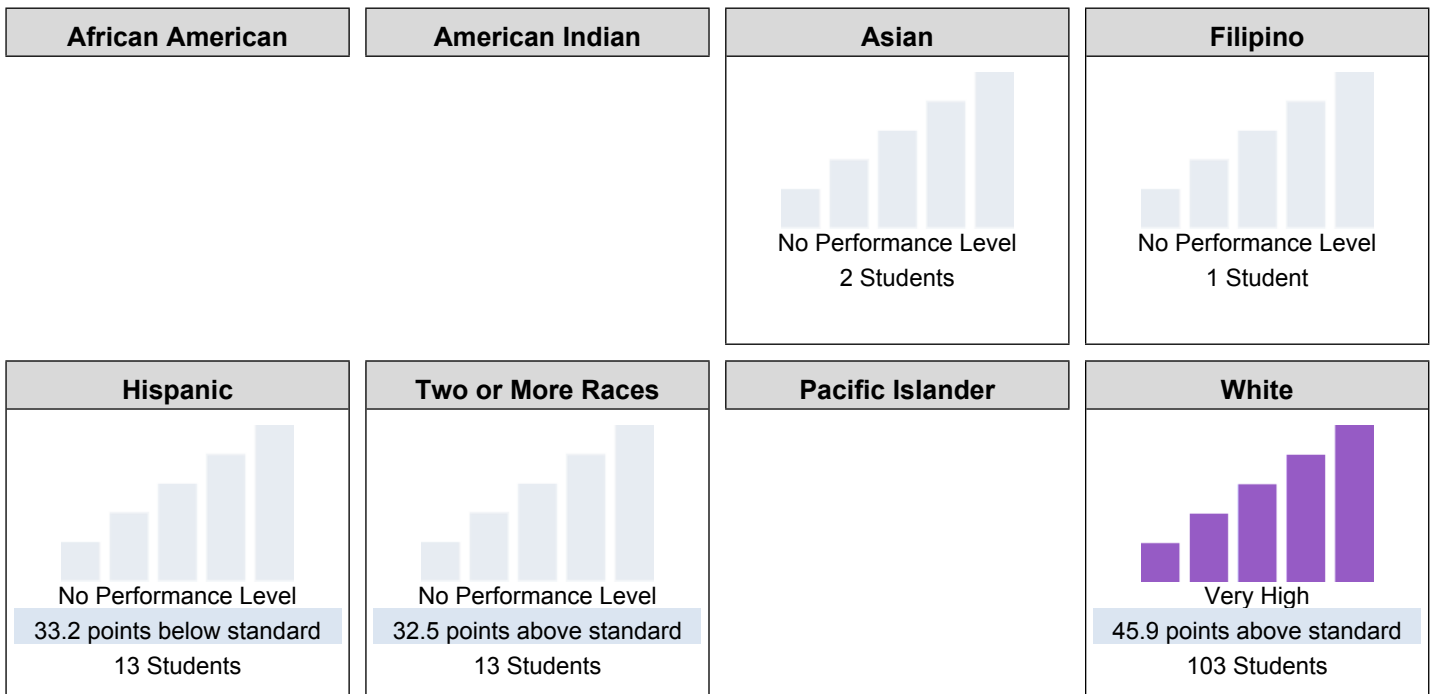
This section provides number of student groups in each level.



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 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
3 Students	1 Student	<div style="background-color: #e0e0e0; padding: 2px;">38.7 points above standard</div> 127 Students

**Conclusions based on this data:**

1. Students with disabilities are not performing as high as all students.
2. White students and students of two or more races are performing above standard.
3. Hispanic students are performing below standard.

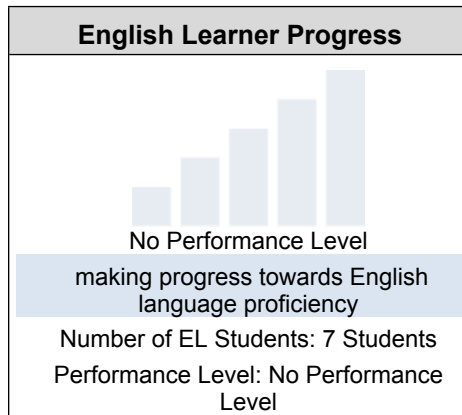
# School and Student Performance Data

## 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
0.0%	0.0%	0.0%	0.0%

#### Conclusions based on this data:

- Brookside has fewer than 11 EL students and data is not available for 2021-22.

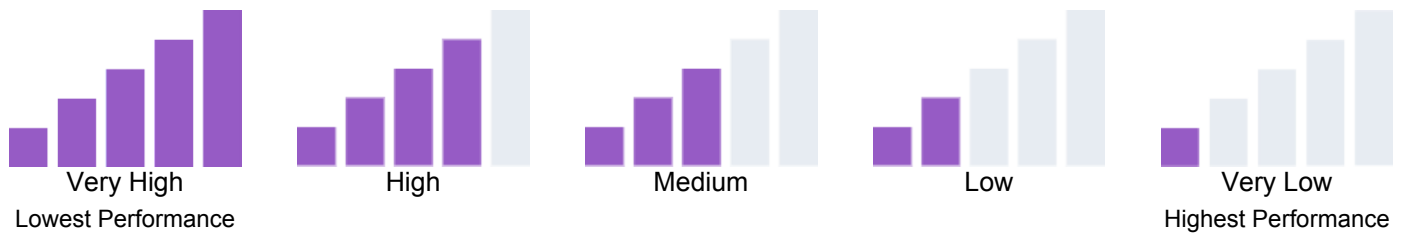


# School and Student Performance Data

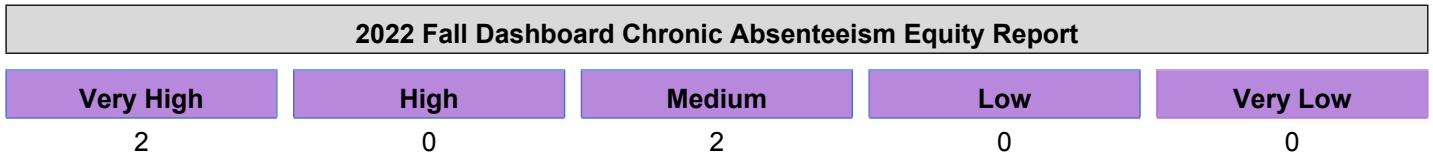
## Academic Engagement Chronic Absenteeism

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

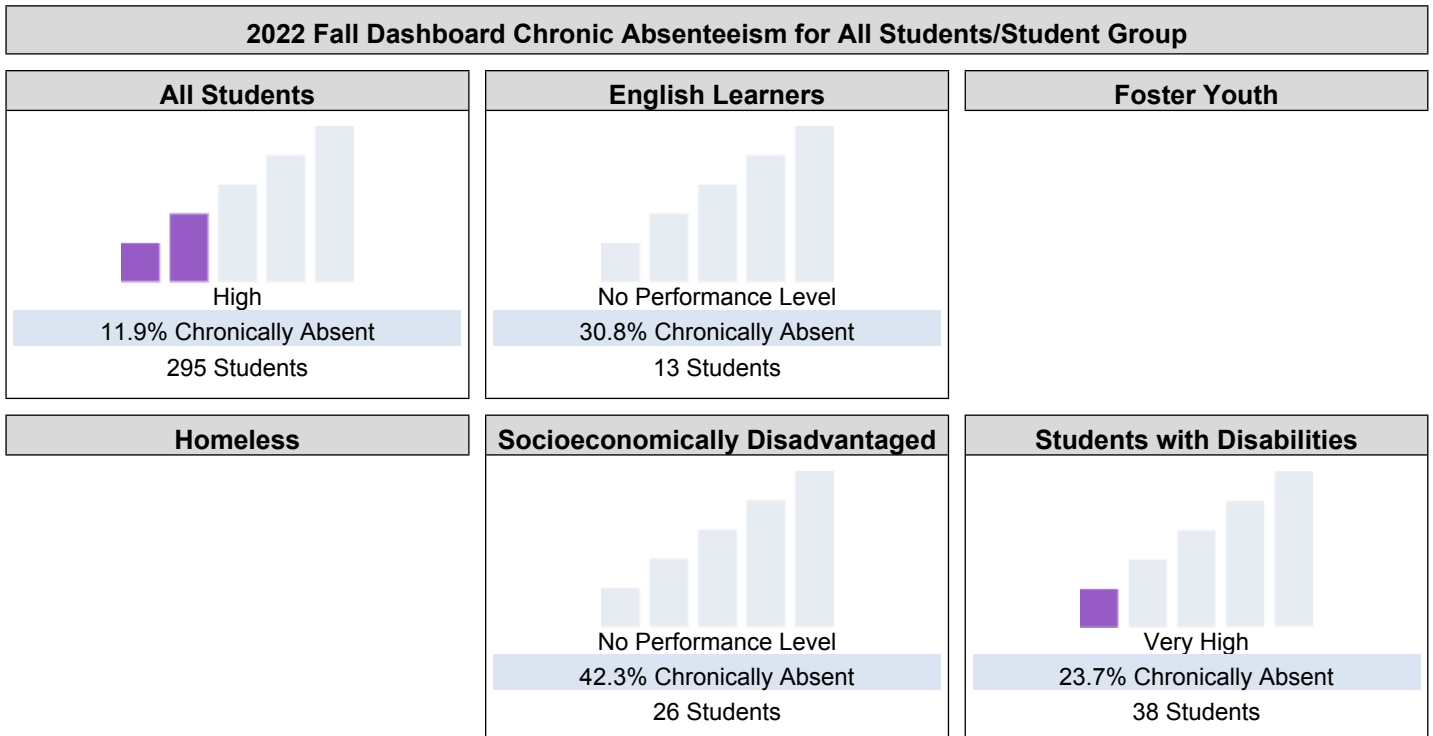
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



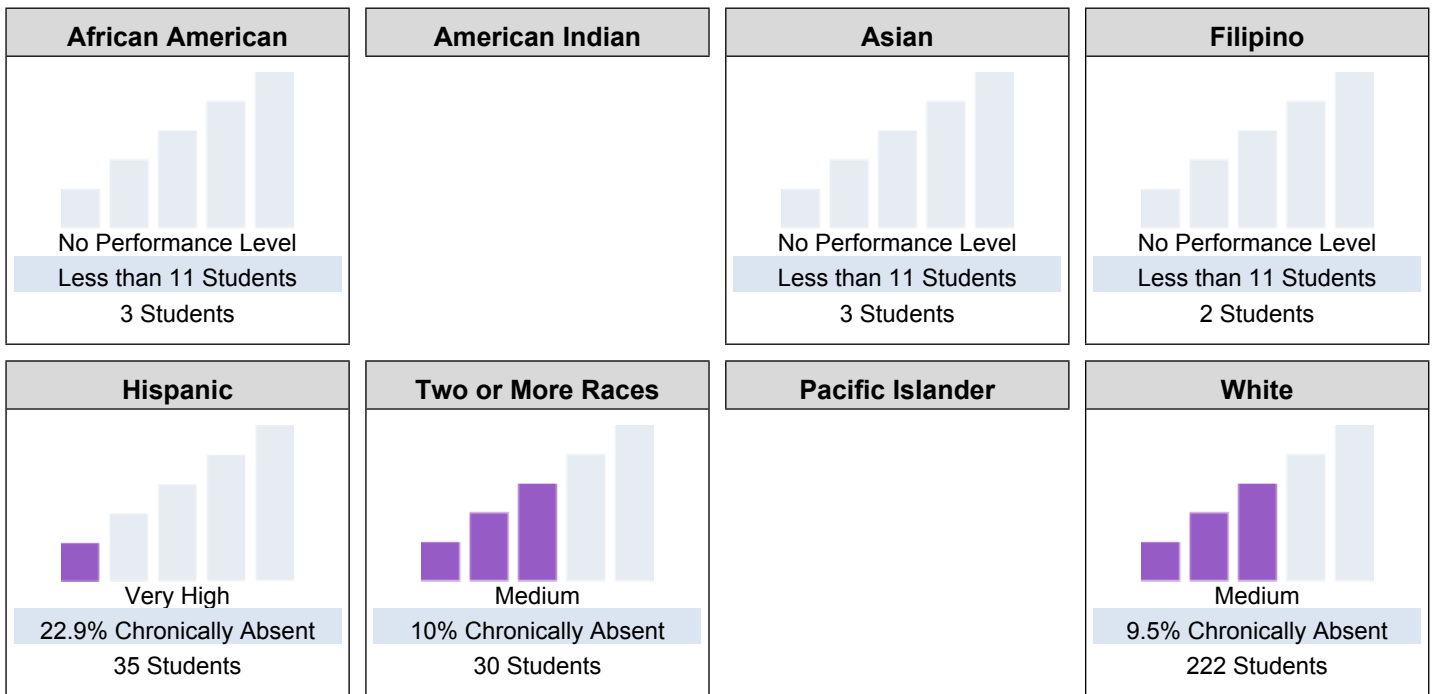
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

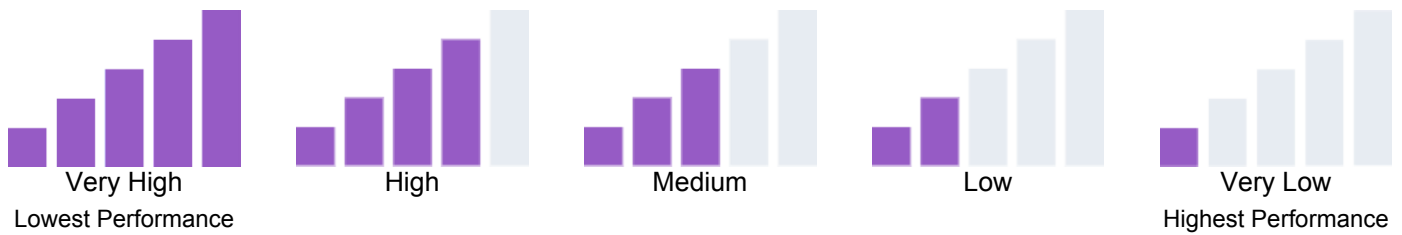
1. Adherence to COVID guidelines affects overall absenteeism.
2. Students of 2 or more races were absent less than overall students.
3. Hispanic and students with disabilities were absent more than overall students.

# School and Student Performance Data

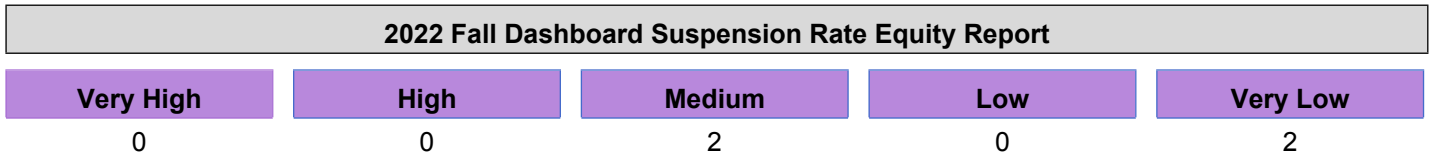
## Conditions & Climate Suspension Rate

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](#).

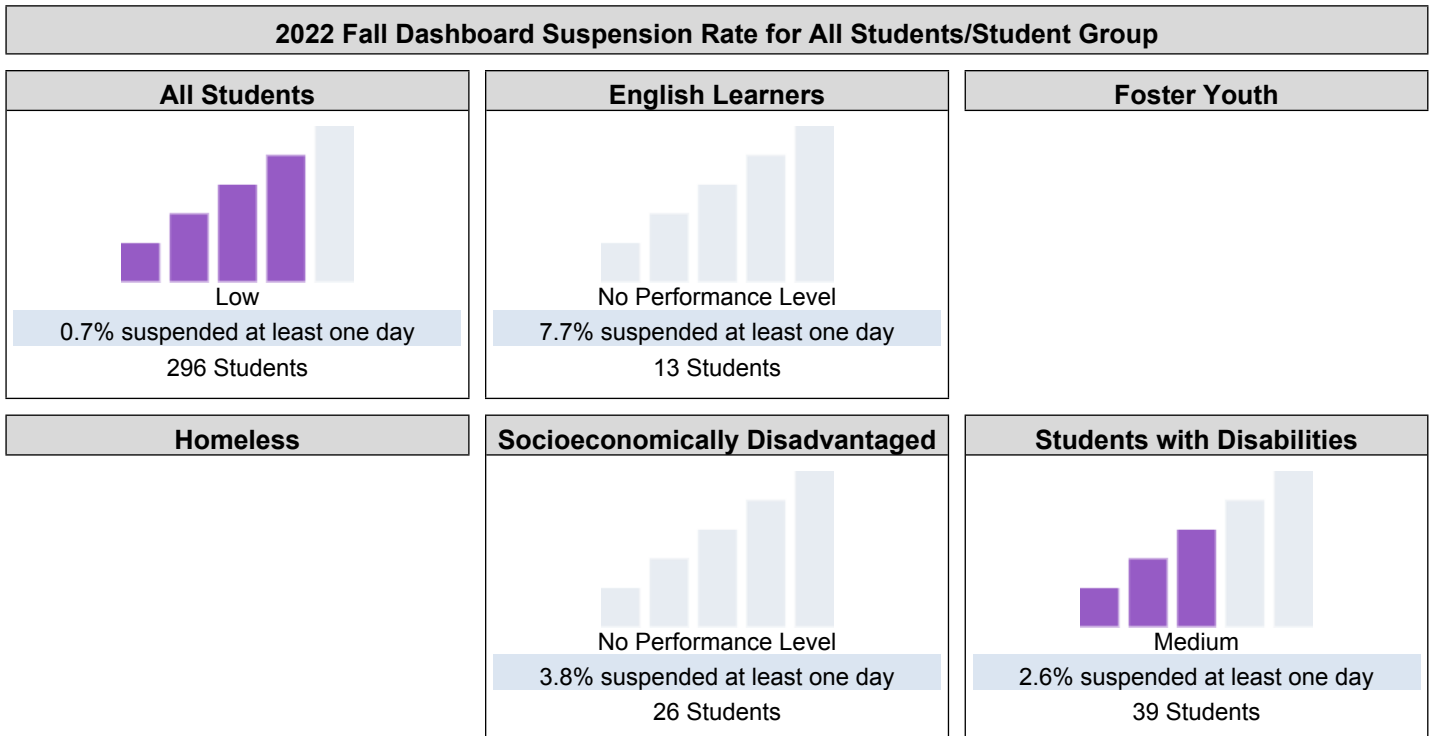
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



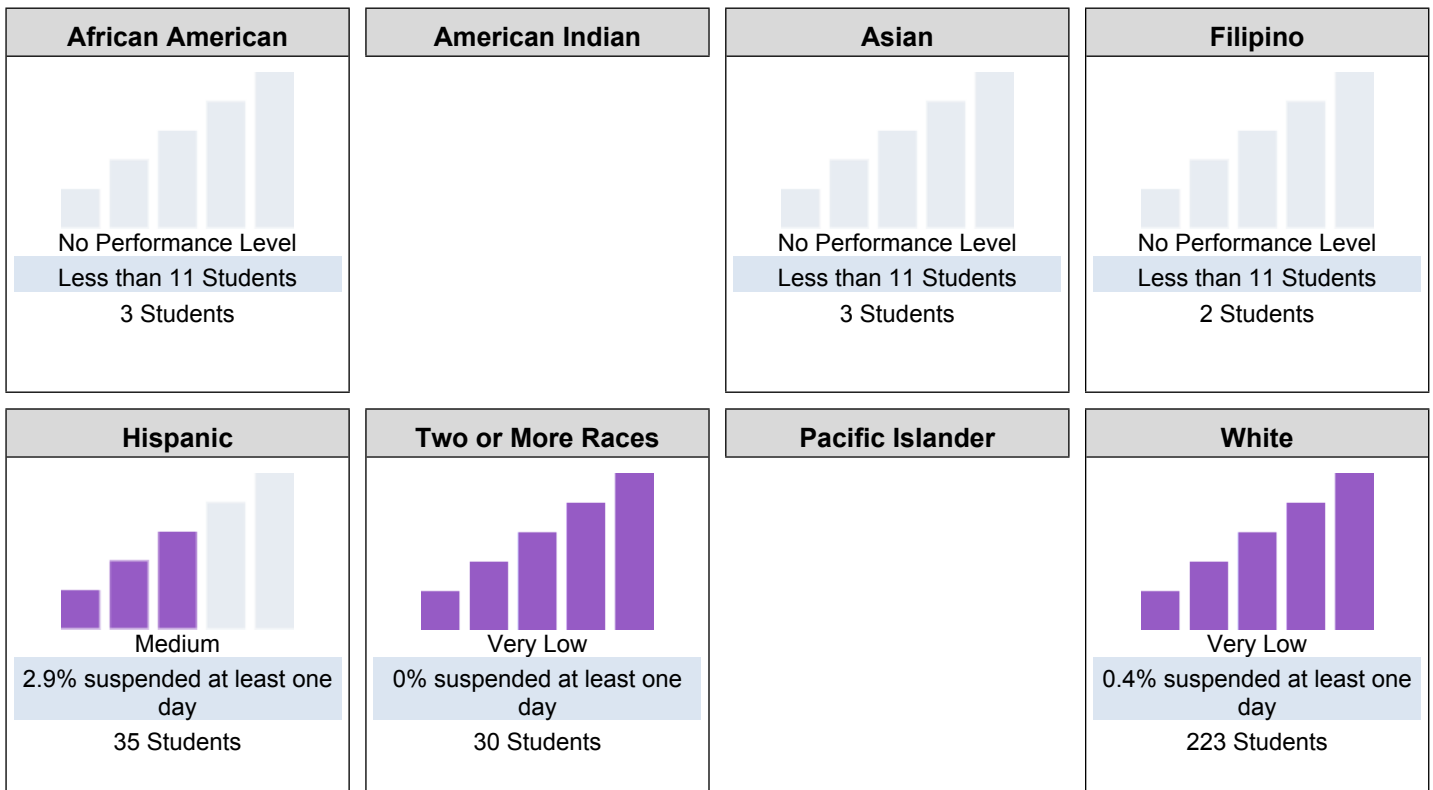
This section provides number of student groups in each level.



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 by Race/Ethnicity**



**Conclusions based on this data:**

1. Overall suspension rates are low.
2. Suspension rates for white students and students of 2 or more races was very low.
3. Suspension rate for Hispanic and students with disabilities was medium.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

Assess student learning in mathematics and English language arts and provide interventions and supports as needed.

## Goal 1

Assess student learning in mathematics and English language arts and provide interventions and supports as needed.

## Identified Need

Acceleration of academic achievement for student groups who are achieving below standard.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Hispanic students performed 27.6 points below standard on ELA CAASPP. Students with disabilities performed 63.5 points below standard on ELA CAASPP. Hispanic students performed 33.2 points below standard on Math CAASPP. Students with Disabilities performed 74.4 points below standard on Math CAASPP.	Hispanic and Students with Disabilities will make progress towards meeting standards on both the ELA and Math CAASPP
California Dashboard - Absenteeism	Two students groups- Hispanic students and Students with Disabilities are in the Very High performance level on the California Dashboard. 22.9% of Hispanic students (8 of 35 students) have been chronically absent. 22.7% of Students with Disabilities (9 of 38 students) have been chronically absent.	Hispanic and Students with Disabilities will move from the "Very High" performance level to "Medium" or "Low" performance level. It should be noted that Brookside houses our SDC program and these students are more prone to illness, particularly during the Pandemic, and therefor need to stay home in order to ensure their health and safety.

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

### **Strategy/Activity 1**

#### **Students to be Served by this Strategy/Activity**

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

English Language Learners, Students with Disabilities, Hispanic/Latinx students

#### Strategy/Activity

Disaggregate local assessment data by race, gender, ELL, special education, and other student groups to ensure that each student group is meeting grade level benchmark. Utilize benchmark and standardized assessment data to identify students in need of Tier I and II interventions. Reach out to individual families regarding absenteeism to see if there is any support that may be offered by the school with recognition that students should stay home when they are ill.

#### **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)

Students identified as not meeting grade level benchmarks.

#### Strategy/Activity

Develop individual learning plans for Tier 1 and Tier 2 students that include targeted skill based instruction with progress monitoring.

#### **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

Provide teachers with professional development on culturally responsive teaching practices.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement

## LEA/LCAP Goal

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

## Goal 2

Create a safe, equitable, and inclusive learning environment in which all students feel a sense of belonging, are respected and celebrated for their individual differences, and are empowered to thrive socially, emotionally, and academically.

## Identified Need

Increase sense of belonging for all students particularly those who reported less favorably on the Panorama survey.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Student Survey (grades 3-5)	68% of 3rd-5th grade students responded favorably to questions regarding Sense of Belonging, a 2 point increase over the 2022 results. 46% of asian students responded favorably and those student groups with numbers less than 11 (confidentiality protected) had a favorable reporting rate of 63%.	An anticipated growth of 3 to 5 points for all student groups, especially those in "confidentiality protected" and asian students.
California Dashboard - Chronic Absenteeism	Very High absenteeism reported for hispanic students and students with disabilities.	Hispanic students and students with disability rates of absenteeism will move from the "very high" level to "high or "medium". However, absenteeism during Covid is expected to occur at higher rates than normal.

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)

Hispanic students, Students with Disabilities, All students

**Strategy/Activity**

Professional Development and Wednesday meetings include a focus on the District Racial Equity Action Plan (REAP) following a scope and sequence that highlights:

- \*Unpacking our own implicit racial biases
- \*Curriculum and instructional practices through an equity lens
- \*Culturally Responsive teaching practices
- \*Focus on BIPOC students

**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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**Strategy/Activity 2**

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

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

Hispanic students, Students with Disabilities, All students

**Strategy/Activity**

Continue to implement in-class community circles in order to build schoolwide social emotional language and tools.

**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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**Strategy/Activity 3**

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

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

Hispanic students, Students with Disabilities, All students

**Strategy/Activity**

Use a restorative approach and activities aligned with Social Justice and CASEL standards for students to develop self-identity, feel understood and practice healthy social/emotional communication.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 4**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 5**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Community Engagement

## LEA/LCAP Goal

GOAL 3- Make commitments to stakeholders and work collaboratively to keep them.

## Goal 3

Engage in a continuous cycle of collaborative input and feedback involving colleagues, students and parents on the climate and learning experience of all students.

## Identified Need

Provide opportunities for students, staff and families to give meaningful feedback to ensure the school climate and learning experience are aligned with the needs of all members of our community.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation at Parent Club, Site Council, and DEI Meetings	We have seen an increase in parent club participation. Brookside would like to grow its Site Council and DEI participation.	More developed and linked participation in Site Council and DEI meetings (Site Council meetings may serve both purposes).

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

Utilize the student, staff and parent survey results and a DEI lens to make adjustments to school wide goals and events in order to foster more inclusivity.

### 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

Utilize inclusive student leadership groups to gather student input and create opportunities to improve school climate for all.

### 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

Strengthen our District and Site English Advisory Council meetings in order to build a sense of belonging and a safe space.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 4

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

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

All students

### Strategy/Activity

Refine communication strategies to provide access for on-going feedback from all stakeholders such as newsletters, Remind Apps, and translating devices.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 5

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

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

All students

**Strategy/Activity**

Members of our Parent/Guardian Equity Task Force work in alignment with Parent Club leadership to apply an equity lens to all Parent Club practices and events.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 6**

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

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

**Strategy/Activity**

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

**Strategy/Activity 7**

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

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

**Strategy/Activity**

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s) Source(s)

# School Site Council Membership

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

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

Name of Members	Role
Judith Barry-Gougeon	Principal
Alicia Hanks	Classroom Teacher
Sam Gill	Other School Staff
Raemona Little-Taylor	Parent or Community Member
Carrie Cassidy	Parent or Community Member
Jodie Barton	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:



Principal, Judith Barry-Gougeon on 03/30/23

SSC Chairperson, Jodie Barton on 03/30/23