

# 2021-22 Brookside School Plan for Student Achievement (SPSA)

## OVERVIEW

The Brookside School SPSA aligns with our District LCAP goals, identifying needs for instructional interventions, developing effective curricular practices and engagement for all student groups.

On any given day at Brookside, you will find students learning through math games with partners, sharing their opinions about characters while citing text evidence to support their thinking, using inquiry to develop ideas about scientific exploration, engaged in celebrating their racial identity and increasing their cultural understanding and knowledge about social justice. Classrooms include sensory tools and flexible seating to support a range of learning styles. Teachers consider all modalities when designing instruction and are dedicated to unique approaches that support as well as challenge students to reach their full academic potential. Families and staff work together to provide daily social/emotional instruction that is needed for all students to develop into Brookside PROUD (polite, responsible, outstanding, understanding and dependable) bears.



## SCHOOL SITE COUNCIL MEMBERSHIP

Judith Barry-Gougeon, Principal  
Alicia Hanks, Teacher  
Raemona Little Taylor, Parent  
Carrie Cassidy, Parent  
Jodie Barton, Parent  
Open Position- Classified Staff

## EDUCATIONAL PARTNER INVOLVEMENT PROCESS FOR THE SPSA AND ANNUAL REVIEW AND UPDATE:

List meeting dates here as well as meeting dates with other groups (SELAC, P/G ETF)  
Site Council: Meeting Dates:

December 16, 2021  
January 13, 2022  
February 17, 2022  
March 24, 2022  
June 2, 2022

RVSD Parent/Guardian Equity Task Force

10/20/21  
11/28/21  
3/3/22  
4/28/22

Brookside Equity Task Force  
March 10, 2022

DELAC

October 6, 2021  
May 9, 2022

## GREATEST PROGRESS IN ALIGNMENT WITH LCAP GOALS:

- Improvements in identification and progress monitoring for students in need of intervention support

- Using common data to identify and support students in need of Tier 2 support and to determine next steps for students in need
- Implementation of inclusive instructional, communication and program practices aligned with our Racial Equity Action Plan and Racial Equity Mission Statement
- Improved communication to be inclusive of BIPOC and ELL families/guardians and increased representation of BIPOC families/guardians on parent leadership groups

**GREATEST NEEDS ACCORDING TO LOCAL PERFORMANCE INDICATORS:**

Our F & P local benchmark indicates we have 0-less than 9:% of our students in all grade levels performing below benchmark in reading. All students below benchmark are receiving appropriate Tier 1 and Tier 2 interventions that take the form of small group instruction, targeted reading support or specialized academic instruction if a student qualifies for an IEP. Students performing above benchmark are provided with differentiated instruction through our workshop model.

- We need to continue identifying areas of need for students and support with differentiated instruction.

**DISTRICT LCAP GOALS AND ACTIONS**

**Goal 1:** Assess student learning in mathematics and English language arts/ELD and provide interventions and supports as needed.

Actions:

1. Refinement of District MTSS for academic support of students
2. Develop a plan for accelerating learning to close any potential learning gaps
3. Engage teachers in district-wide data review

Site Progress Towards Goal and Actions:

- Met with classroom teachers to discuss interventions for all identified students. Teams determined most appropriate processes to support students (RTI support and/or IST/SST process to identify next best steps for each student). Data is reviewed and updated each trimester and decisions are made about next steps.
- Re-designed and clarified the MTSS process including: identifying common assessment data, reviewing assessment data three times a year, the addition of RTI plans for targeted Tier 2 students with progress monitoring timelines for students receiving interventions.
- Increased targeted Tier 2 intervention staff resulting in more students receiving tier 2 interventions and supports
- All students receiving Tier 2 instruction are assessed to determine specific skill, strategy or standards that need acceleration.
- Tier 1 interventions - strategy groups based on assessment data
- MTSS Coaches supported teachers with using data to plan differentiated instruction for strategy groups.
- Teachers have reviewed district-wide CAASPP data and as a team we discussed trends and identified instructional strategies for areas of need.
- Reviewed quantitative and qualitative data through a racial equity lens to begin to close any academic gaps we see in regards to race. Who are our bipoc students and how are they progressing? How are they doing socially -emotionally?

**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.

Actions:

1. Refinement of district-wide MTSS for wellness practices and social-emotional supports for all students
2. Provide professional development around practices that support students' social-emotional well-being
3. Identify/develop/implement curriculum that supports students' social-emotional well-being

Site Progress Towards Goal and Actions:

- Provide staff professional development and implement curriculum as outlined in our Racial Equity Action Plan to ensure continued achievement of our district Racial Equity Mission Statement

- Refine systems for identifying students in need of social/emotional and academic support. Improve documentation, trimester reviews of assessment data and consistent team approach for determining next steps for students
- Continue implementation of Brookside PROUD social emotional curriculum with classroom instruction/activities
- Using community circles/class meetings and grand conversations to engage students with discussions and instruction as needed related to identified social/emotional needs of the classroom community and progress aligned with REAP and Social Justice standards

**Goal 3:** Engage in a continuous cycle of collaborative input and feedback involving colleagues, students and parents/guardians on the climate and learning experience of all students.

Actions:

1. Develop and deepen processes for authentic feedback - surveys, listening sessions, parent education, coffee chats
2. Foster greater participation in and access of underrepresented parents into the life and operation of the schools
3. Engage staff in planning and implementation of district initiatives
4. Increase participation in DELAC
5. Increase communication with Special Education families to share resources and information.

Site Progress Towards Goal and Actions:

- Conduct Panorama Survey for 3rd-5th Grade Students, Parent Club surveys to solicit input, Superintendent's Coffee Chat, Continued gathering input about initiatives through Teacher Leadership Team, staff surveys and check-ins with staff
- Increased BIPOC representation in parent leadership groups
- School Site Council focused on Racial Equity Action Plan and actions to increase participation of underrepresented parents
- Held DELAC meetings to acquire input into LCAP and other district initiatives
- Increased use of ParentSquare for teacher and all school communication to ensure ability for families/guardians to read communication in home language
- Secured translation services when needed for parent conversations and meetings

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	%	0.57%	1.0%		2	3
Asian	1.39%	1.15%	1.4%	5	4	4
Filipino	0.28%	0.29%	0.7%	1	1	2
Hispanic/Latino	9.7%	12.07%	9.9%	35	42	29
Pacific Islander	%	0%	%		0	
White	82.27%	77.87%	77.4%	297	271	226
Multiple/No Response	6.37%	8.05%	9.6%	23	28	28
	<b>Total Enrollment</b>			361	348	292

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	104	76	42
Grade 1	51	68	61
Grade 2	50	49	58
Grade3	45	50	42
Grade 4	54	48	48
Grade 5	57	57	41
<b>Total Enrollment</b>	361	348	292

### Conclusions based on this data:

1. Enrollment decreased in 2020-21.
2. There was a decrease in the number of White and Hispanic/Latino students in 2020-21.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	7	14	9	1.9%	4.0%	3.1%
Fluent English Proficient (FEP)	11	7	3	3.0%	2.0%	1.0%
Reclassified Fluent English Proficient (RFEP)	3	0	1	42.9%	0.0%	7.1%

### Conclusions based on this data:

1. The number of RFEP students increased in 2020-21.
2. The number of FEP students decreased minimally in 2020-21.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	45	41	45	44	40	45	44	40	95.7	97.8	97.6
Grade 4	57	53	46	57	50	46	57	50	46	100	94.3	100.0
Grade 5	45	57	40	45	56	37	45	56	37	100	98.2	92.5
All Grades	149	155	127	147	150	123	147	150	123	98.7	96.8	96.9

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2500.	2481.	2467.	64.44	47.73	37.50	24.44	29.55	30.00	4.44	15.91	22.50	6.67	6.82	10.00
Grade 4	2551.	2539.	2478.	63.16	66.00	32.61	21.05	12.00	23.91	8.77	14.00	15.22	7.02	8.00	28.26
Grade 5	2589.	2580.	2549.	57.78	57.14	43.24	33.33	25.00	24.32	6.67	12.50	18.92	2.22	5.36	13.51
All Grades	N/A	N/A	N/A	61.90	57.33	37.40	25.85	22.00	26.02	6.80	14.00	18.70	5.44	6.67	17.89

### 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	57.78	47.73	35.00	33.33	47.73	55.00	8.89	4.55	10.00
Grade 4	68.42	54.00	32.61	24.56	38.00	56.52	7.02	8.00	10.87
Grade 5	66.67	53.57	27.03	28.89	37.50	67.57	4.44	8.93	5.41
All Grades	64.63	52.00	31.71	28.57	40.67	59.35	6.80	7.33	8.94

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	53.33	29.55	27.50	37.78	63.64	57.50	8.89	6.82	15.00
Grade 4	54.39	42.00	15.22	36.84	44.00	58.70	8.77	14.00	26.09
Grade 5	62.22	53.57	32.43	31.11	37.50	54.05	6.67	8.93	13.51
All Grades	56.46	42.67	24.39	35.37	47.33	56.91	8.16	10.00	18.70

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.56	36.36	27.50	57.78	59.09	62.50	6.67	4.55	10.00
Grade 4	49.12	38.00	15.22	50.88	54.00	69.57	0.00	8.00	15.22
Grade 5	46.67	42.86	21.62	51.11	55.36	70.27	2.22	1.79	8.11
All Grades	44.22	39.33	21.14	53.06	56.00	67.48	2.72	4.67	11.38

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	62.22	40.91	27.50	37.78	54.55	70.00	0.00	4.55	2.50
Grade 4	52.63	56.00	15.22	42.11	36.00	69.57	5.26	8.00	15.22
Grade 5	57.78	53.57	32.43	40.00	41.07	54.05	2.22	5.36	13.51
All Grades	57.14	50.67	24.39	40.14	43.33	65.04	2.72	6.00	10.57

2019-20 Data:

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**Conclusions based on this data:**

1. The majority of students are above or at standards in demonstrating comprehension in reading for all grades.
2. The majority of students are above or at standards for listening, writing and research/inquiry for all grades.
3. Fourth grade students as compared to our third and fifth grade students need additional support with writing.

# 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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	47	45	41	45	44	41	45	44	41	95.7	97.8	100.0
Grade 4	57	53	46	57	50	45	57	50	45	100	94.3	97.8
Grade 5	45	57	40	44	56	38	44	56	38	97.8	98.2	95.0
All Grades	149	155	127	146	150	124	146	150	124	98	96.8	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:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2509.	2496.	2467.	55.56	47.73	26.83	31.11	25.00	48.78	8.89	22.73	12.20	4.44	4.55	12.20
Grade 4	2554.	2534.	2483.	57.89	50.00	22.22	24.56	28.00	40.00	12.28	16.00	20.00	5.26	6.00	17.78
Grade 5	2571.	2543.	2537.	43.18	33.93	36.84	34.09	33.93	15.79	15.91	21.43	31.58	6.82	10.71	15.79
All Grades	N/A	N/A	N/A	52.74	43.33	28.23	29.45	29.33	35.48	12.33	20.00	20.97	5.48	7.33	15.32

### 2019-20 Data:

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71.11	54.55	41.46	22.22	38.64	46.34	6.67	6.82	12.20
Grade 4	70.18	60.00	33.33	21.05	28.00	48.89	8.77	12.00	17.78
Grade 5	47.73	35.71	26.32	38.64	37.50	57.89	13.64	26.79	15.79
All Grades	63.70	49.33	33.87	26.71	34.67	50.81	9.59	16.00	15.32

### 2019-20 Data:

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	68.89	61.36	36.59	24.44	31.82	51.22	6.67	6.82	12.20
<b>Grade 4</b>	59.65	54.00	22.22	35.09	32.00	57.78	5.26	14.00	20.00
<b>Grade 5</b>	61.36	41.07	36.84	36.36	48.21	47.37	2.27	10.71	15.79
<b>All Grades</b>	63.01	51.33	31.45	32.19	38.00	52.42	4.79	10.67	16.13

2019-20 Data:

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>	<b>17-18</b>	<b>18-19</b>	<b>20-21</b>
<b>Grade 3</b>	64.44	54.55	26.83	33.33	38.64	63.41	2.22	6.82	9.76
<b>Grade 4</b>	64.91	52.00	20.00	29.82	40.00	64.44	5.26	8.00	15.56
<b>Grade 5</b>	43.18	39.29	21.05	50.00	51.79	68.42	6.82	8.93	10.53
<b>All Grades</b>	58.22	48.00	22.58	36.99	44.00	65.32	4.79	8.00	12.10

2019-20 Data:

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**Conclusions based on this data:**

1. The majority of students in third, fourth and fifth grades performed at or above standards in mathematics.
2. As compared to third and fifth grade students, our fourth grade students need additional support in all areas of mathematics.
3. Students overall explain their thinking in math and provide evidence to support their reasoning.

# 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			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	8	*	
1	*	*	*	*	*	*	*	*	*	*	9	4	
3	*		*	*		*	*		*	*		*	
4	*		*	*		*	*		*	*		*	
5	*		*	*		*	*		*	*		*	
All Grades											13	17	11

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	17.65	18.18	*	47.06	18.18	*	35.29	18.18		0.00	45.45	13	17	11

2019-20 Data:

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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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	*	23.53	45.45	*	58.82	9.09	*	11.76	27.27		5.88	18.18	13	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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*		*	*	*	*	*	*	*	*	*	*	*
<b>1</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	11.76	0.00	*	41.18	18.18	*	47.06	18.18	*	0.00	63.64	13	17	11

2019-20 Data:

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Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
<b>K</b>	*	*	*	*	*	*		*	*	*	*	*	
<b>1</b>	*	*	*		*	*		*	*	*	*	*	
<b>All Grades</b>	*	47.06	18.18	*	52.94	54.55		0.00	27.27	13	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			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
<b>K</b>	*	*	*	*	*	*		*	*	*	*	*	
<b>1</b>	*	*	*		*	*		*	*	*	*	*	
<b>All Grades</b>	*	17.65	45.45	*	70.59	18.18		11.76	36.36	13	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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*		*	*	*	*	*
<b>1</b>	*	*	*		*	*	*	*	*	*	*	*
<b>All Grades</b>	*	17.65	0.00	*	82.35	45.45	*	0.00	54.55	13	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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>		*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	41.18	0.00	*	58.82	54.55	*	0.00	45.45	13	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. The number of students at level 3 & 4 in overall language improved in 2019-20.
2. Developing skills in the reading domain is an area of need for our EL students.
3. Oral language is an area of strength for our EL students.