

The Single Plan for Student Achievement



School: Braly Elementary School
CDS Code: 43-69674-6048813
District: Santa Clara Unified School District
Principal: Ryan Lee
Revision Date: 5/2018

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Contact Person: Ryan Lee
Position: Principal
Phone Number: (408) 423-1000
Address: 675 Gail Avenue
Sunnyvale CA, 94086
E-mail Address: rlee@scusd.net

The District Governing Board approved this revision of the SPSA on 6/14/2016.

Table of Contents

School Vision and Mission	3
School Profile	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Surveys	4
Classroom Observations	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	6
School and Student Performance Data	7
CAASPP Results (All Students)	7
CELDT (Annual Assessment) Results	11
CELDT (All Assessment) Results	12
Chronic Absenteeism Data	13
Planned Improvements in Student Performance	14
School Goal #1	14
School Goal #2	16
School Goal #3	18
School Goal #4	20
School Goal #5	22
School Goal #6	23
School Goal #7	24
Summary of Expenditures in this Plan	25
Total Allocations and Expenditures by Funding Source	25
Total Expenditures by Goal	26
School Site Council Membership	27
Recommendations and Assurances	28

School Vision and Mission

Braly Elementary School's Vision and Mission Statements

Mission:

Preparing students of all ages and abilities to succeed in an ever-changing world.

Braly is a characterized by a collaborative culture in which educators and parents take collective responsibility for helping ALL students learn at high levels.

Vision:

Every child is a learner and the responsibility of education is shared among the Braly community.

The purpose of our school is to create proficiency and passion in students around learning through proven effective instruction.

In order to fulfill our purpose, it is imperative we (Braly community) prioritize the needs of students through differentiation, balancing engaging instruction with meeting academic needs and requirements.

Commitments:

We at Braly are making the following Collective Commitments in order to achieve our Vision:

1. We will share in the responsibility of leadership at the school. This will include all staff members being a part of the decision making. When making decisions, we will be supportive, reflective and student- centered.
2. We will provide instruction to ALL students that is: Engaging - Interactive - Focused on Standards - Differentiated
3. We will use common formative assessments to guide our instruction. These assessments will be frequent, short, focused on standards taught.
4. We will provide interventions to all students who are not meeting standard. This will be provided by qualified staff during the school day. We will use current assessments to identify students need and the intervention will be immediate and targeted.
5. We will work together as a team towards our vision; remaining student centered and embracing diversity.
6. We will have caring respectful relationships with our students. We will provide a climate that is both physically and psychologically safe for children. We will all maintain a belief that all students will succeed.

School Profile

John Braly Elementary is a TK-5 school serving an eastern area of Sunnyvale and a small section of Santa Clara in the Santa Clara Unified School District. We educate TK-5 students from an ethnically and socio-economically diverse population. Over 47% are English Learners who speak one of 25 first languages. Another approximately 8% are English Learners who have been re-designated as fluent in English. While a substantial number of children from single family homes in the neighborhood attend Braly, at least 85% of Braly families are renters. Our mobility rate is close to 30%. Despite the mobility rate, our enrollment has stayed steady at 450 students. The parents of Braly students have a broad range of educational levels and backgrounds.

Programs that are offered at the school include three district self-contained SAI (Specialized Academic Instruction) classrooms. Some of these students are mainstreamed per their IEP's in the general education classroom. A Resource Specialist serves students in Special Education who are enrolled in regular education classrooms. A library assistant supports the school library and its electronic checkout and cataloging system. A Physical Education teachers provides a standards based PE course for Grades TK-5. A certificated Music teachers teaches grades 3-5 instrumental music 1 day per week. Braly offers an on-site before and after school extended day program.

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).

LCAP needs assessments are conducted with all groups including staff School Site Council, PTA and English Advisory Committee. Our fifth graders complete the California Healthy Kids Survey. In conjunction with PTA we send out an annual parent survey.

Classroom Observations

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

Classrooms are visited frequently throughout the year by the principal to conduct both formal and informal observations. In addition, the superintendent and other District Administrators make visits to the school annually. During the 2015/16 school year, teachers have been involved in peer observations of model lessons. This time enables teachers to collaborate, observe, and reflect on lessons as part of our professional development plan to work together to study best practices and increase student achievement.

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.

Standards, Assessment, and Accountability

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

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support transition to and implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, department chairpersons, grade level leads, teacher leaders, and outside consultants.

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

Designated time for teacher collaboration occurs on a regular basis.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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

All teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

14. Research-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Involvement

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

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, summer school, alternative and opportunities programs, and educational options.

16. 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 School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

18. Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

Description of Barriers and Related School Goals

48 % of the students are English Learner's and 25% of the population comes from low income households

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	69	55	50	63	53	48	63	53	48	91.3	96.4	96
Grade 4	57	67	51	53	60	51	53	60	51	93	89.6	100
Grade 5	69	48	59	66	48	59	66	48	59	95.7	100	100
All Grades	195	170	160	182	161	158	182	161	158	93.3	94.7	296

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2425.1	2438.4	2449	27	35.85	39	19	13.21	27	22	22.64	12	32	28.30	22
Grade 4	2452.5	2472.2	2475	19	33.33	29	32	15.00	20	8	18.33	27	42	33.33	24
Grade 5	2520.3	2496.9	2524	26	18.75	39	38	22.92	24	12	22.92	14	24	35.42	24
All Grades	N/A	N/A	N/A	24	29.81		30	16.77		14	21.12		32	32.30	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	19	28.30		40	41.51		41	30.19	
Grade 4	21	23.33		40	55.00		40	21.67	
Grade 5	29	20.83		38	47.92		33	31.25	
All Grades	23	24.22		39	48.45		38	27.33	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	30.19		40	45.28		30	24.53	
Grade 4	21	30.00		45	36.67		34	33.33	
Grade 5	47	31.25		33	37.50		20	31.25	
All Grades	34	30.43		39	39.75		27	29.81	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	11	24.53		68	49.06		21	26.42	
Grade 4	17	21.67		64	60.00		19	18.33	
Grade 5	23	22.92		56	58.33		21	18.75	
All Grades	17	22.98		63	55.90		20	21.12	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	30.19		41	43.40		29	26.42	
Grade 4	17	36.67		55	38.33		28	25.00	
Grade 5	42	27.08		45	39.58		12	33.33	
All Grades	31	31.68		47	40.37		23	27.95	

Conclusions based on this data:

1. Increase use of technology to improve student performance
2. EL and SED students performed below All Students
3. In comparing schools with the same SED, we are performing relatively the same.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	69	55	51	66	54	51	66	54	51	95.7	98.2	100
Grade 4	57	67	51	53	65	51	53	65	51	93	97	100
Grade 5	69	48	55	66	48	56	66	48	55	95.7	100	100
All Grades	195	170		185	167		185	167		94.9	98.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2437.3	2457.2	2468	27	31.48	31	24	25.93	35	21	22.22	20	27	20.37	14
Grade 4	2473.9	2476.2	2495	15	30.77	29	25	13.85	25	30	24.62	24	30	30.77	22
Grade 5	2522.4	2507.4	2533	33	27.08	36	14	8.33	25	27	33.33	14	26	31.25	25
All Grades	N/A	N/A	N/A	26	29.94		21	16.17		26	26.35		28	27.54	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	40.74		32	33.33		35	25.93	
Grade 4	30	33.85		32	24.62		38	41.54	
Grade 5	35	31.25		27	20.83		38	47.92	
All Grades	33	35.33		30	26.35		37	38.32	

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	32	40.74		41	31.48		27	27.78	
Grade 4	25	30.77		42	32.31		34	36.92	
Grade 5	27	27.08		32	37.50		41	35.42	
All Grades	28	32.93		38	33.53		34	33.53	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	29.63		48	55.56		17	14.81	
Grade 4	23	35.38		42	27.69		36	36.92	
Grade 5	17	20.83		58	43.75		26	35.42	
All Grades	25	29.34		50	41.32		25	29.34	

Conclusions based on this data:

1. Math has become more aligned with assessment for this year.
2. EL students and SED students performed below ALL students. High EL population may be the cause of scores lower than district average

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		10	N/A	43	20	19	14	40	35	29	10	23	14	20	23
1		10	N/A	25	27	N/A	39	43	N/A	14	3	100	21	17	N/A
2	3	14	N/A	32	41	N/A	44	32	N/A	21	9	100		5	N/A
3	3		N/A	20	18	N/A	43	59	N/A	23	9	N/A	10	14	N/A
4	8	4	N/A	33	16	25	25	64	N/A	8	8	N/A	25	8	75
5	5	13	N/A	48	30	N/A	38	22	N/A	5	13	N/A	5	22	N/A
Total	3	8		31	26		38	44		16	8		12	14	

Conclusions based on this data:

- Both CELDT and ELPAC (new assessments) were administered.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K		2	N/A	16	13	19	23	35	35	25	22	23	36	27	23
1		7	N/A	22	29	N/A	34	38	N/A	16	5	100	28	21	N/A
2	3	16	N/A	31	40	N/A	42	32	N/A	19	8	100	6	4	N/A
3	3		N/A	19	21	N/A	41	54	N/A	25	8	N/A	13	17	N/A
4	8	3	N/A	33	12	25	25	50	N/A	8	6	N/A	25	29	75
5	4	13	N/A	42	29	N/A	42	21	N/A	8	13	N/A	4	25	N/A
Total	2	6		24	21		33	38		19	13		22	23	

Conclusions based on this data:

1.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data			
Student Subgroup	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rates
African American	1	1	*
American Indian or Alaskan Native	1	1	*
Asian	204	20	9.8
Filipino	29	3	10.3
Hispanic or Latino	132	15	11.4
Did not Report	1	1	*
Pacific Islander	1	1	*
Two or More Races	21	1	4.8
White	62	5	8.1
Male	244	22	9.0
Female	223	23	10.3
English Learners	231	18	7.8
Students with Disabilities	54	4	7.4
Socioeconomically Disadvantaged	151	13	8.6
Migrant	1	1	*
Foster	1	1	*
Homeless	1	1	*
Kindergarten	120	19	15.8
Grades 1-3	214	18	8.4
Grades 4-6	133	8	6.0
Grades K-8	467	45	9.6
Total	467	45	9.6

Conclusions based on this data:

1.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Achievement in Language Arts
LEA/LCAP GOAL:
LEA Goal: 1A. Proficiency in ELA LCAP Goal: 2. All students will make measurable progress in mastering California standards and in graduating from High School, college and Career ready. 5. Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social emotional success.
SCHOOL GOAL #1:
By the end of 2018, 52% of the students will score “Met Standard” or above on the CAASPP. In addition, both EL population and the low income population will increase proficiency by 5%.
Data Used to Form this Goal:
Fountas and Pinnel Reading Scores Establish Baseline for CAASPP
Findings from the Analysis of this Data:
On average, 35% of the students at Braly are below grade level in reading and writing and this was seen on the CAASPP. Student F&P scores on average are slightly higher with 76 % of students meeting grade level standard.
How the School will Evaluate the Progress of this Goal:
Progress toward meeting this goal will be evaluated by Grade level PLC Teams and during LCAP Input Sessions throughout AY16-17 In addition, F&P data will be shared during staff meetings, and site council meetings throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide Small Group Early Literacy Reading Intervention (Grades K-5)	July 1, 2018 to June 30, 2019	Jane Kakinami (K-2) Open Position (3-5)	LIT Teacher	Targeted Allocation	43,875
			LIT Teacher	Targeted Allocation	43,875
2 Implementation of the PLC Structures including data analysis and providing interventions	July 1, 2018 to June 30, 2019	Classroom teachers, Resource Specialist, Speech & Language Specialist, Principal, Reading Intervention Specialist,	Substitutes/Release Time/Professional Development	Targeted Allocation	5,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA/LCAP GOAL:
LEA Goal: 1B. Proficiency in Mathematics LCAP Goal: 2. All students will make measurable progress in mastering California standards and in graduating from High School, college and Career ready 5. Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social emotional success.
SCHOOL GOAL #2:
By the end of 2018, 50% of the students will score Met Standard or above on the CAASPP. In addition, both our EL population and our low income population will increase proficiency by 7%.
Data Used to Form this Goal:
Origo District Benchmark baseline assessments were established this year Establish baseline for CAASPP
Findings from the Analysis of this Data:
Both the assessment and the curriculum were new this year. This will be considered baseline data and will put in place interventions to increase student achievement
How the School will Evaluate the Progress of this Goal:
Progress toward meeting this goal will be evaluated by grade level PLC Teams, Staff meetings, Target Student Meeting and Site Council meetings. In addition we will use these results for LCAP Input sessions and the development of the SPSA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide Math Enrichment	July 1, 2018 to June 30, 2019	Ruchita Shah- Classified Employee	Math Olympiad Teacher	Targeted Allocation	900
			Materials	Targeted Allocation	100
2 Provide Math Intervention Support	July 1, 2018 to June 30, 2019	Classroom Teachers	Materials	Targeted Allocation	200

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English Language Development
LEA/LCAP GOAL:
LEA Goal: 1D. Proficiency of English Learners 2B. English Language Proficiency 2D. Professional Development on ELD LCAP Goal: 4. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness. 5. Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social emotional success.
SCHOOL GOAL #3:
1. All English Language Learner will increase their Reading, Writing, Listening and Speaking performance by a minimum of one level each school year as measured by the CELDT (California English Language Development Test). During the 2017-2018 school year, Braly EL students will exceed the state AMAO1 target of 63%for 2018. 2. Braly EL students will exceed the AMAO2 target of 26% for EL students who have been ELs for less than 5 years.
Data Used to Form this Goal:
A three year snapshot of how Braly EL students performed on the AMAO targets demonstrate that our school has been successful in meeting AMAOs 1 and 2 for the past 3 years but need improvement in helping students achieve AMAO 3 in English Language Arts and Mathematics.

Findings from the Analysis of this Data:**AMAO:1**

Braly did not meet the AMAO target of 63% of EL students advancing one performance level on the overall CELDT Test. 52% of EL students at Braly advanced one level on the CELDT test in 2016-2017.

AMAO 2:

In 2016 24% of EL students who have been in an EL program for less than 5 years must achieve Advanced or Early Advanced Performance Levels on the CELDT test. In 2017, Braly EL students did not meet this goal with 25% of EL students who have been in an EL program for less than 5 years achieved the performance levels of either early advanced or advanced.

How the School will Evaluate the Progress of this Goal:

CELDT results are reviewed annually. Data to be reviewed at the end of each trimester--report cards, IEP goals student F&P scores. Teachers will set goals for target students and update these every 12 weeks. AAP goals monitored each trimester.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Translation Services	July 1, 2018 to June 30, 2019	Principal, Secretary, and translator	Translation Services	Targeted Allocation	1500
2 ELD Support	July 1, 2018 to June 30, 2019	Classroom teachers	Materials	Targeted Allocation	500
3 Professional Development: SEAL Training	July 1, 2018 to June 30, 2019	Classroom teachers, SEAL coach	Release Days-Substitutes	Targeted Allocation	13,000
			Instructional Materials	Targeted Allocation	12,000

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
LEA Goal:
LCAP Goal:
3. All students will participate in engaging learning environments that cultivate the 4C's Communication, Collaboration, Creativity, and Critical Thinking and promote their social well being.
5. Students demonstrating the greatest needs and risk factors are provided with additional support to ensure academic and social emotional success.
SCHOOL GOAL #4:
The staff, students, parents and administration will focus on a positive and inclusive school climate at Braly Elementary School. a positive climate will serve to improve morale, emphasize school pride, involve the school community and offer student chances to excel in both academic and non- academic programs. Parent and community involvement will increase. The school wide expectations are based on the Positive Behavior Intervention system (PBIS). This will have a positive effect on behavior and on test scores. In addition to the classroom setting, teachers, parent and students will model healthy choices with extracurricular events. We will also support student learning by showing students how to be better organized through the use of student planners/ agendas. Braly teachers and staff will recognize students through Eagle Feathers when students are recognized for making good choices and demonstrate the school agreements.
1. By the end of 2018, 50% (an increase of 20%) of students will report on the Healthy Kids survey that they have meaningful participation at school
2. By the end of 2018, 38% (a decrease of 10%) of students will report on the Healthy Kids survey that they have been pushed or hit at school.
Data Used to Form this Goal:
Healthy Kids Survey, SWIS Data, Discipline Data, Parent Feedback
Findings from the Analysis of this Data:
Parents and Students wanted to see more enrichment activities available to students during the school day. Healthy Kids Survey indicated that an area of growth was "Students have meaningful participation at the School" and "Students have been hit or pushed at school". SWIS data indicated that overall we were meeting goals in the area of discipline.

How the School will Evaluate the Progress of this Goal:

We will evaluate the progress of this goal by reviewing Healthy Kids survey and reviewing SWIS data during our monthly staff meetings.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Increase Parent Involvement	July 1, 2018 to June 30, 2019	Principal	Provide childcare at after school events	Targeted Allocation	500
3 Continue to Implement Project CornerStone	July 1, 2018 to June 30, 2019	Principal, Parents, Teachers	Materials	Targeted Allocation	500
4 Provide Support Services for Students in Need of Social Support	July 1, 2017 to June 30, 2018	PIP	PIP Services	Targeted Allocation	5000

Planned Improvements in Student Performance

School Goal #5

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #6

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #6:
School Goal : School Climate The staff, students, parents and administration will focus on a positive and inclusive school climate at Braly Elementary School. a positive climate will serve to improve morale, emphasize school pride, involve the school community and offer student chances to excel in both academic and non- academic programs. Parent and community involvement will increase. The school wide expectations are based on the Positive Behavior Intervention system (PBIS). This will have a positive effect on behavior and on test scores. In addition to the classroom setting, teachers, parent and students will model healthy choices with extracurricular events. We will also support student learning by showing students how to be better organized through the use of student planners/ agendas. Braly teachers and staff will recognize students through Eagle Feathers when students are recognized for making good choices and demonstrate the school agreements.
Data Used to Form this Goal:
School climate Survey, PBIS Survey
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Planned Improvements in Student Performance

School Goal #7

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT:
LEA/LCAP GOAL:
SCHOOL GOAL #7:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
Targeted Allocation	119,734	-7,216.00
Targeted Carryover	13,263	13,263.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Allocation	126,950.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: Achievement in Language Arts	92,750.00
Goal 2: Math	1,200.00
Goal 3: English Language Development	27,000.00
Goal 4: School Climate	6,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Ryan Lee	X				
Angela Quizon				X	
Avygail Kuhlmeier		X			
Erika Elias		X			
Shan Zhao					
Miles Munro				X	
Joo Jui				X	
				X	
Numbers of members of each category:	1	2		4	

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 Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 6/1/18.
6. This SPSA was revised on 5/2018.

Attested:

Ryan Lee

Typed Name of School Principal



Signature of School Principal

6/1/18

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

Budget By Expenditures

Braly Elementary School

Funding Source: Targeted Allocation

\$119,734.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
LIT Teacher		\$43,875.00	Achievement in Language Arts	Provide Small Group Early Literacy Reading Intervention (Grades K-5)
LIT Teacher		\$43,875.00	Achievement in Language Arts	Provide Small Group Early Literacy Reading Intervention (Grades K-5)
Substitutes/Release Time/Professional Development		\$5,000.00	Achievement in Language Arts	Implementation of the PLC Structures including data analysis and providing interventions
Math Olympiad Teacher		\$900.00	Math	Provide Math Enrichment
Materials		\$100.00	Math	Provide Math Enrichment
Materials		\$200.00	Math	Provide Math Intervention Support
Translation Services		\$1,500.00	English Language Development	Translation Services
Materials		\$500.00	English Language Development	ELD Support
Release Days-Substitutes		\$13,000.00	English Language Development	Professional Development: SEAL Training
Instructional Materials		\$12,000.00	English Language Development	Professional Development: SEAL Training
Provide childcare at after school events		\$500.00	School Climate	Increase Parent Involvement
Materials		\$500.00	School Climate	Continue to Implement Project CornerStone

Braly Elementary School

PIP Services

\$5,000.00 School Climate

Provide Support Services for Students in Need of Social Support

Targeted Allocation Total Expenditures: \$126,950.00

Targeted Allocation Allocation Balance: (\$7,216.00)

Braly Elementary School Total Expenditures: \$126,950.00