

The Single Plan for Student Achievement



School: Briarwood
CDS Code: 43-69674-6048821
District: Santa Clara Unified School District
Principal: Susan Jezyk
Revision Date: May 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: Susan Jezyk
Position: Principal
Phone Number: (408) 423-1300
Address: 1930 Townsend Avenue
Santa Clara CA, 95051
E-mail Address: sjezyk@scusd.net

The District Governing Board approved this revision of the SPSA on June 2018.

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	3
Data Analysis	3
Surveys	3
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
Summary of Expenditures in this Plan	22
Total Allocations and Expenditures by Funding Source	22
Total Expenditures by Goal	23
School Site Council Membership	24
Recommendations and Assurances.....	25

School Vision and Mission

Briarwood's Vision and Mission Statements

Ensuring High Levels of Learning For Every Student

Briarwood Elementary School dedicates itself to purposeful learning within a comprehensive and clearly articulated curriculum. The staff establishes high expectations for all students and provides the support required to help them meet those expectations. It is a safe, caring environment and fosters a collaborative culture and enables everyone to engage in ongoing learning.

School Profile

Briarwood Elementary School is part of the Santa Clara Unified School District; located in the city of Santa Clara. Briarwood has approximately 320 ethnically, socially and academically diverse students in transitional kindergarten through fifth grade. The staff includes 14 regular education teachers and two special education teachers. In addition, the school has:

- one library media specialist
- one PE teacher and PE para-educator
- one part-time music teacher for 3-5 grades
- one part time speech and language pathologist
- one part time school psychologist
- two part time literary intervention teachers
- three para-educators for special education classrooms
- one 1:1 student attendants
- one clerk
- one ELSAT
- one secretary
- one cafeteria manager
- one cafeteria assistance
- two part time school counselors
- one day custodian/one night custodian
- one part time nurse/one part time health clerk

Students speak over 15 different home languages; 42% of the population are considered English Language (EL) Learners. Fifty-eight percent of the population participate in the Free and Reduced Meal programs; qualifying the school for Title I funding. In terms of enrollment by ethnicity, the highest percentage subgroups are: Hispanic, Asian and White. In addition, Briarwood supports a number of students with Individual Education Plans (IEP). One district self-contained Specialized Academic Instruction classrooms is located on campus: a third through fifth grade therapeutic day class.

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).

Community Group Feedback - An open discussion focused on school climate, communication and curriculum.

90% of respondents feel connected to the school.

85% of respondents feel there is good communication between the school and home.

15% of respondents would like more information regarding school interventions.

10% of respondents feel there is teasing on campus.

District LCAP Survey - A community, staff and parent organization survey focused on district initiatives.
Interested in more enrichment opportunities for students.
Interested in more intervention programs/curriculum/personnel.
Interested in more English Learner supports.
Interested in more Special Education supports.

California Healthy Kid Survey - A survey produced by the California Department of Education which assess fifth grade students' perceptions of school climate, learning, engagement and well-being.

67% of student feel highly connected to school
80% of students feel they are academically motivated at school
93% of students feel they are treated with respect
26% of students feel they participate in making important decisions at school
75% of students feel they have adults who care about them at school
71% of students feel that there are high expectations at school
86% of students feel safe at school
36% of students have been hit or pushed at school
43% of students have had mean rumors spread about them
21% of students have seen a weapon at school
71% feel that students at school are well behaved
86% of student feel they are treated fairly when they break a school rule
0% of students have tried a sip or two of alcohol
0% of students have tried a cigarette

Classroom Observations

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

Each classroom is observed on a regular basis by the principal and other district personnel. In addition, as per the contract:
Probationary Teachers - Two Formal Observations And One Evaluation Summary Each Year
Permanent Teachers - One Formal Observation And One Evaluation Summary Every Other Year
Teachers With Ten Years Or More - May Be Placed On A Five Year Cycle

All are impressed with the quality of teaching and student engagement. There are no staff members on support plans.

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 focuses 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 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 administrators, 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 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 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, 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

No formal Response To Intervention (RTI) model established at school site for those student in need of remediation. However, this is a professional development target for Briarwood this year; it is part of our PLC work.

No formal cycle of inquiry or data analysis established at school site.

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	61	61		59	57		59	57		96.7	93.4	
Grade 4	51	58		46	54		46	54		90.2	93.1	
Grade 5	57	51		57	50		57	50		100	98	
All Grades	169	170		162	161		162	161		95.9	94.7	

* 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	2435.3	2401.1		32	24.56		19	12.28		24	26.32		25	36.84	
Grade 4	2464.2	2446.5		26	20.37		26	18.52		20	16.67		28	44.44	
Grade 5	2477.6	2467.7		12	12.00		30	22.00		23	32.00		35	34.00	
All Grades	N/A	N/A	N/A	23	19.25		25	17.39		22	24.84		30	38.51	

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	22	19.30		44	36.84		34	43.86	
Grade 4	17	22.22		48	44.44		35	33.33	
Grade 5	16	10.00		46	48.00		39	42.00	
All Grades	19	17.39		46	42.86		36	39.75	

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	34	15.79		41	49.12		25	35.09	
Grade 4	26	18.52		50	44.44		24	37.04	
Grade 5	21	20.41		44	44.90		35	34.69	
All Grades	27	18.13		44	46.25		28	35.63	

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	27	21.05		58	56.14		15	22.81	
Grade 4	22	12.96		57	53.70		22	33.33	
Grade 5	9	12.00		72	74.00		19	14.00	
All Grades	19	15.53		62	60.87		19	23.60	

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	32	28.07		39	38.60		29	33.33	
Grade 4	24	16.67		52	59.26		24	24.07	
Grade 5	21	18.00		63	48.00		16	34.00	
All Grades	26	21.12		51	48.45		23	30.43	

Conclusions based on this data:

1. 38% of Briarwood students did not meet standard on the ELA portion of the CAASPP.
2. Briarwood would benefit from continuing building literacy skills (reading, writing, listening and research/inquiry) with all students.
3. Our over all writing scores dropped 7% (students not meeting standard).

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	60	61		60	58		60	58		100	95.1	
Grade 4	51	58		49	57		49	57		96.1	98.3	
Grade 5	57	51		57	50		57	50		100	98	
All Grades	168	170		166	165		166	165		98.8	97.1	

* 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	2421.2	2413.5		18	20.69		18	22.41		30	24.14		33	32.76	
Grade 4	2452.3	2460.1		10	14.04		29	22.81		27	33.33		35	29.82	
Grade 5	2489.3	2480.1		11	16.00		25	18.00		28	30.00		37	36.00	
All Grades	N/A	N/A	N/A	13	16.97		23	21.21		28	29.09		35	32.73	

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	23	27.59		38	34.48		38	37.93	
Grade 4	22	26.32		37	29.82		41	43.86	
Grade 5	26	22.00		25	28.00		49	50.00	
All Grades	24	25.45		33	30.91		43	43.64	

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	23	24.14		45	48.28		32	27.59	
Grade 4	20	19.30		45	40.35		35	40.35	
Grade 5	12	18.00		49	40.00		39	42.00	
All Grades	19	20.61		46	43.03		35	36.36	

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	27	27.59		50	46.55		23	25.86	
Grade 4	14	19.30		43	45.61		43	35.09	
Grade 5	9	12.00		53	50.00		39	38.00	
All Grades	17	20.00		49	47.27		34	32.73	

Conclusions based on this data:

1. Percentage of students not meeting standard dropped by 3% from the previous year.
2. There was a 4% increase of students who exceeded standard from the previous year.
3. Math will continue to be a school focus for Briarwood.

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				20			20	75		40			20	25	
1	13	21		35	28		35	14		9	31		9	7	
2	11	13		29	33		43	38			4		18	13	
3	8	5		13	21		54	26		17	32		8	16	
4	7	10		21	19		43	43		7	19		21	10	
5	13	6		42	28		21	33		17	33		8		
Total	10	11		28	25		38	31		11	23		13	10	

Conclusions based on this data:

1. 112 of our students were annual CELDT takers.
2. 73 out of 112 CELDT takers met the required Annual Measurable Achievement Objects (AMAO). Briarwood hit the AMAO 1 target.
3. Briarwood hit the AMAO 2 Target of classified EL's less then 5 years making progress; however missed the goal for EL's over five years.

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				8	11		29	23		35	32		27	34	
1	13	20		33	27		38	13		8	30		8	10	
2	10	11		29	30		39	33			11		23	15	
3	7	5		11	23		52	27		15	27		15	18	
4	6	8		18	17		35	38		6	17		35	21	
5	13	10		42	25		21	30		17	30		8	5	
Total	7	8		21	21		35	26		17	25		20	19	

Conclusions based on this data:

1. The largest subgroup of EL learners is Hispanic.
2. The majority of the total EL population scored in the Intermediate or Early Intermediate categories.

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	14	1	7.1
American Indian or Alaskan Native	1	1	*
Asian	71	10	14.1
Filipino	26	1	3.8
Hispanic or Latino	200	23	11.5
Pacific Islander	1	1	*
Two or More Races	13	0	0.0
White	63	5	7.9
Male	199	29	14.6
Female	195	11	5.6
English Learners	182	16	8.8
Students with Disabilities	74	15	20.3
Socioeconomically Disadvantaged	233	25	10.7
Migrant	1	1	*
Foster	1	1	*
Homeless	1	1	*
Kindergarten	86	12	14.0
Grades 1-3	187	18	9.6
Grades 4-6	121	10	8.3
Grades K-8	394	40	10.2
Total	394	40	10.2

Conclusions based on this data:

1. Students with disabilities tends to have a higher percentage of absenteeism.
2. Kindergarten students have a higher rate of absenteeism.

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: Mathematics And Science		
LEA/LCAP GOAL:		
<p>LEA Goal Proficiency In Mathematics</p> <p>LCAP Goal All students will make measurable progress in mastering California standards and graduating from high school, college, and career ready.</p>		
SCHOOL GOAL #1:		
Students will meet or show measurable growth toward grade level state standards.		
Data Used to Form this Goal:		
<p>California Standards Test (CAASPP) District Quarterly Math Assessments Classroom Observations And Assessments</p>		
Findings from the Analysis of this Data:		
38% of students taking the 2016-2017 CAASPP met or exceeded grade level standard (and increase of 3% from the previous year; 62% students did not meet grade level standard. English learners, special education students and social economically disadvantaged are subgroups of students who consistently score lower on assessments than their peers.		
How the School will Evaluate the Progress of this Goal:		
<p>Data regarding student mastery of grade level mathematical standards will be reviewed regularly by PLC teams throughout the school year. Target meetings with teachers. Staff needs to determine why there is a differentiation of achievement between district assessments and state assessments and how to fill those gaps.</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Increase the amount of supplemental math/science curriculum supports.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Manipulatives And Resources	Title I	4,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
			Program Licenses	Title I	1,000
2 Increase access to technology for staff and students.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Technology And Equipment	Targeted Allocation	31,776
3 Math support teacher to help with struggling students.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Certificated Support	Targeted Allocation	20,000
4 Provide collaboration and professional development opportunities for staff members.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Professional Development	Title I	5,000
			Substitutes	Title I	1,000

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: English Language Arts/Social Science		
LEA/LCAP GOAL:		
<p>LEA Goal Proficiency In English Language Arts</p> <p>LCAP Goal All students will make measurable progress in mastering California standards and graduating from high school, college and career ready.</p>		
SCHOOL GOAL #2:		
Students will meet or make measurable growth toward grade level state standards.		
Data Used to Form this Goal:		
<p>California Standards Test (CAASPP) Fountas & Pinnell (F & P) School Assessments Classroom Observations And Assessments</p>		
Findings from the Analysis of this Data:		
36% of students taking the 2016-2017 CAASPP met or exceeded grade level standard; 64% of students did not meet grade level standard. English learners, special education students and social economically disadvantaged are subgroups of students who consistently score lower on assessments than their peers.		
How the School will Evaluate the Progress of this Goal:		
<p>Data regarding student grade level mastery of English Language Arts standards will be reviewed regularly by PLC teams throughout the school year.</p> <p>Target meetings with teachers.</p> <p>Site literacy meetings.</p>		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide collaboration and professional development opportunities for staff members.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Substitutes	Title I	1,000
			Professional Development	Title I	5,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
2 Increase the amount of supplemental Language Arts/Social Studies curricular supports.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Supplemental Curriculum	Title I	5,000
			Program Licenses	Title I	2,000
3 Provide for a ELA intervention teacher.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Reading Intervention Specialist	Title I	62,000
4 Increase staff and student access to technology	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Technology And Equipment	Targeted Allocation	22,000

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 Learner Achievement
LEA/LCAP GOAL:
LEA Goal English Learner Achievement LCAP Goal All students will make measureable progress in mastering California standards and graduating from high school, college and career ready. SCUSD will partner with family, business and community stakeholders to ensure college and career readiness.
SCHOOL GOAL #3:
English Learners will meet or exceed the Annual Measurable Achievement Objectives (AMAO 1 and 2) for English Learners as established by State and Federal growth targets. AMAO 1: Making Annual Progress in Learning English AMAO 2: Attaining English Proficient Level on the CELDT for ELs Less Than Five Years AMAO 2: Attaining English Proficient Level on the CELDT for ELs More Than Five Years
Data Used to Form this Goal:
Data was used from the CELDT and Annual Measurable Achievement Objectives (AMAO). F and P scores for EL subgroup CAASPP scores for EL subgroup
Findings from the Analysis of this Data:
Students did not meet the one of the AMAO 2 targets.
How the School will Evaluate the Progress of this Goal:
Grade level teams will meet with the principal in September/October to develop academic plans for English Language Learners who have not met AMAO targets. Throughout the school year, the staff will collect and analyze data from state, district and site assessments to modify or develop student learning plans. EL groups will meet with our LIT. School will have meetings to review supplemental curriculum and applications such as Footsteps 2 Brilliance with parents.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Provide access to on-line supplemental language support programs and resources.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Discovery Streaming	Title I	2,000
2 Provide education/training opportunities as well as translation services for our parent community	July 1, 2018 to June 30, 2019	Principal School Staff	Parent Education And Trainings	Title I	3,000
			Day Care Provider	Title I	500
			Translator	Title I	1,000

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 Safe and Drug Free Schools Increase Graduation Rates LCAP Goal All students will participate in engaging 21st Century learning environment that cultivate the 6 C's - Character Education, Citizenship, Communication, Collaboration, Creativity and Critical Thinking while promoting their social-emotional well-being.
SCHOOL GOAL #4:
School climate reflects the physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning to take place. Briarwood would like to see an increase in positive feedback in the following four areas that define school climate: A physical environment that is welcoming and conducive to learning. Students are safe and feel comfortable everywhere on school grounds. Classrooms and grounds are clean, inviting and well maintained. Areas for instruction and activities are appropriate for those uses. A social environment that promotes communication and interaction. Parents and teachers are partners in the educational process. Decisions are made with the participation of staff, students and parents. Staff and students are trained to prevent and resolve conflicts. An affective environment that promotes a sense of belonging and self-esteem. Interactions are responsive, supportive and respectful. The school is open to diversity and welcoming to all cultures. Parents perceive the school as inviting and helpful. An academic environment that promotes learning and self-fulfillment. There is an emphasis on academics as well as co-curricular opportunities. Results of assessments are promptly communicated, evaluated and celebrated.
Data Used to Form this Goal:
Data used to form this goal included - school discipline reports, feedback collected during PTA, SSC and staff meetings, school activity attendance sheets, Healthy Kids Survey, parent climate survey and ABC student surveys.

Findings from the Analysis of this Data:

Analysis of data revealed a high sense of school pride, communication and a feeling that there are caring adults on campus. Lower ratings were given in the areas of community involvement and student conflict/resolution strategies.

How the School will Evaluate the Progress of this Goal:

Data will be collected, evaluated and discussed at PTA, SSC and staff meetings. Programming and school goals will be updated or altered based on discussions and evaluation of data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Funding Source	Amount
1 Purchase programs and resources for classrooms and school that will support respectful behavior and the development of positive assets.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Character Education Materials and Resources	Targeted Allocation	5,000
2 Provide co-curricular opportunities for students and community.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Art in Action Licenses and Materials	Targeted Allocation	4,000
3 Schedule field trips, and assemblies and enrichment classes.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Assemblies And Enrichment Opportunities/Resources	Targeted Allocation	5,000
4 Provide opportunity for staff to participate in professional development focused on professional learning communities, student motivation and positive asset building.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Professional Development Opportunities And Materials	Title I	2,000
5 Host events and programs to showcase student achievement.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Student Recognition And Awards - Programs And Materials	Targeted Allocation	3,000
6 Provide before and after school intervention and enrichment opportunities for students.	July 1, 2018 to June 30, 2019	Principal School Staff School Site Council	Before And After School Opportunities	Title I	5,000

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	90,776	0.00
Title I	100,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Targeted Allocation	90,776.00
Title I	100,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1: Mathematics And Science	63,276.00
Goal 2: English Language Arts/Social Science	97,000.00
Goal 3: English Learner Achievement	6,500.00
Goal 4: School Climate	24,000.00

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
Edna See Pornel		X			
Mary Pisapia		X			
Stacey Wolfe		X			
Corri Pato			X		
Gurinder Singh				X	
Patricia Grano				X	
Sandra Landaverde				X	
Louann Castillo				X	
Leticia Herrero				X	
Susan Jezyk	X				
Numbers of members of each category:	1	3	1	5	

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 5/22/18.
6. This SPSA was revised on May 2018.

Attested:

Susan Jezyk

Typed Name of School Principal




Signature of School Principal

5/30/18

Date

Edna See Pornel

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/30/18

Date

Budget By Expenditures

Briarwood Elementary School

Funding Source: Targeted Allocation

\$90,776.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Technology And Equipment		\$31,776.00	Mathematics And Science	Increase access to technology for staff and students.
Certificated Support		\$20,000.00	Mathematics And Science	Math support teacher to help with struggling students.
Technology And Equipment		\$22,000.00	English Language Arts/Social Science	Increase staff and student access to technology
Character Education Materials and Resources		\$5,000.00	School Climate	Purchase programs and resources for classrooms and school that will support respectful behavior and the development of positive assets.
Art in Action Licenses and Materials		\$4,000.00	School Climate	Provide co-curricular opportunities for students and community.
Assemblies And Enrichment Opportunities/Resources		\$5,000.00	School Climate	Schedule field trips, and assemblies and enrichment classes.
Student Recognition And Awards - Programs And Materials		\$3,000.00	School Climate	Host events and programs to showcase student achievement.

Targeted Allocation Total Expenditures: \$90,776.00

Targeted Allocation Allocation Balance: \$0.00

Funding Source: Title I

\$100,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Before And After School Opportunities		\$5,000.00	School Climate	Provide before and after school intervention and enrichment opportunities for students.

Briarwood Elementary School

Manipulatives And Resources	\$4,500.00	Mathematics And Science	Increase the amount of supplemental math/science curriculum supports.
Program Licenses	\$1,000.00	Mathematics And Science	Increase the amount of supplemental math/science curriculum supports.
Professional Development Opportunities And Materials	\$2,000.00	School Climate	Provide opportunity for staff to participate in professional development focused on professional learning communities, student motivation and positive asset building.
Discovery Streaming	\$2,000.00	English Learner Achievement	Provide access to on-line supplemental language support programs and resources.
Parent Education And Trainings	\$3,000.00	English Learner Achievement	Provide education/training opportunities as well as translation services for our parent community
Day Care Provider	\$500.00	English Learner Achievement	Provide education/training opportunities as well as translation services for our parent community
Translator	\$1,000.00	English Learner Achievement	Provide education/training opportunities as well as translation services for our parent community
Professional Development	\$5,000.00	Mathematics And Science	Provide collaboration and professional development opportunities for staff members.
Substitutes	\$1,000.00	Mathematics And Science	Provide collaboration and professional development opportunities for staff members.
Substitutes	\$1,000.00	English Language Arts/Social Science	Provide collaboration and professional development opportunities for staff members.
Professional Development	\$5,000.00	English Language Arts/Social Science	Provide collaboration and professional development opportunities for staff members.
Supplemental Curriculum	\$5,000.00	English Language Arts/Social Science	Increase the amount of supplemental Language Arts/Social Studies curricular supports.
Program Licenses	\$2,000.00	English Language Arts/Social Science	Increase the amount of supplemental Language Arts/Social Studies curricular supports.
Reading Intervention Specialist	\$62,000.00	English Language Arts/Social Science	Provide for a ELA intervention teacher.

Briarwood Elementary School

Title I Total Expenditures: \$100,000.00

Title I Allocation Balance: \$0.00

Briarwood Elementary School Total Expenditures: \$190,776.00