

School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
William Brooks Elementary School	09618386005474	10/18/2021	Buckeye Union School District-11/3/21

Purpose and Description

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

Schoolwide Program

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

The 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.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 2
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Surveys 4
 - Classroom Observations..... 4
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 17
 - Student Population 21
 - Overall Performance 22
 - Academic Performance 23
 - Academic Engagement 34
 - Conditions & Climate..... 37
- Goals, Strategies, & Proposed Expenditures..... 39
 - Goal 1..... 39
 - Goal 2..... 44
 - Goal 3..... 48
 - Goal 4..... 51
 - Goal 5..... 53
- Budget Summary 54
 - Budget Summary 54
 - Other Federal, State, and Local Funds 54
- Budgeted Funds and Expenditures in this Plan 55
 - Funds Budgeted to the School by Funding Source..... 55
 - Expenditures by Funding Source 55
 - Expenditures by Budget Reference 55
 - Expenditures by Budget Reference and Funding Source 55
 - Expenditures by Goal 56
- School Site Council Membership 57
- Recommendations and Assurances 58

Instructions.....59
 Instructions: Linked Table of Contents.....59
 Purpose and Description.....60
 Stakeholder Involvement.....60
 Resource Inequities60
Goals, Strategies, Expenditures, & Annual Review61
 Annual Review62
 Budget Summary63
 Appendix A: Plan Requirements65
 Appendix B:.....68
 Appendix C: Select State and Federal Programs70

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).

As a result of the unprecedented circumstances surrounding Coronavirus (Covid 19) administration of the annual BUSD parent survey was postponed.

An annual survey of parents was conducted in May 2019. The results of the survey indicate that, with regards to the instructional program, 93% parents felt the program met their child's needs in reading, 92% in writing, 92% in mathematics, 87% in science, 89% in social studies, 91% in physical education, 69% in visual and performing arts, and 85% in technology.

Additionally, 96% of parents responding to the survey agreed or strongly agreed that their child feels safe and secure at school, 92% felt their child was socially connected at school, and 97% felt the school was free of racial, cultural, or religious bias. 97% of the parents felt the school was clean and well maintained and 95% of the parents felt that the school was an inviting place and welcoming to parents.

At the end of the 2021/2022 school year a survey of our 5th grade students showed that 98% of our students agreed or strongly agreed that they feel safe at school. 98% agree or strongly agree that they enjoy coming to school and 96% agree or strongly agree that they have positive relationships with teachers and other adults at school.

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on the evaluation cycle as outlined in the BUSD teacher contract. Feedback to teachers is given in the form of notes or through conversations surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for the Teaching Profession. The findings from these observations help to determine next steps for professional development, guides instructional strategy supports and give the school a snapshot of how teaching and learning occurs throughout the school.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

Due to the impacts of COVID-19, the State allowed Districts to administer a District-wide local assessment for the '21-'22 school year. The Buckeye Union School District administered the FastBridge assessments in reading and mathematics in the spring of '21.

85% of students were proficient or above proficient in reading and 85% of students were proficient or above proficient in mathematics. The average percentile performance in reading was 65% and the average percentile performance in mathematics was 61%. The following is the average percentile performance for each at-risk student subgroup.

Socio-Economically Disadvantage: 51% in reading and 47% in math
Special Education: 43% in reading and 45% in math

Another section of the California School Dashboard Reporting System includes Local Indicators including Basic Services and Conditions at Schools, Implementation of State Academic Standards, Parent Engagement, and Local Climate Survey.

Regarding Basic Services and Conditions at School, all students at William Brooks have access to all adopted textbooks and materials. There are adequate facilities to meet the needs of our instructional program. All of our teachers are appropriately credentialed and assigned to their teaching responsibilities.

Parent engagement is a key component of William Brooks' success. Parent input is obtained from various parent groups including our School Site Council, English Language Advisory Committee, PTA, and annual parent surveys. Parents are invited to participate in the school programs through volunteer opportunities, parent education events, and school social events. Due to the current circumstances surrounding the Coronavirus (COVID 19) some of these activities have been suspended for the time being.

K-5 classrooms use the Benchmark Assessment System (BAS) and Systematic Instruction in Phonics and Phonemic Awareness (SIPPS) assessments in order to appropriately level students for reading instruction. Students who are struggling with reading are referred to reading intervention on the basis of the BAS and SIPPS scores and teacher observation. Students use the Accelerated

Reader program and take tests on books they have read independently. The STAR Reading assessment, which is embedded in the Accelerated Reader program, is taken at least three times per year to determine a student's reading range and to monitor their grade level reading growth.

In conjunction with the Buckeye Union School District in 2nd, 3rd, 4th and 5th grades each of our classes administer the FastBridge assessment. This is an assessment that provides data to measure student growth, project student proficiency on high stakes tests and inform teachers on how to differentiate and plan instruction and curriculum implementation.

Our Math Intervention program will provide support for students in 3rd-5th. Results from FastBridge, Benchmark Assessments, and classroom observations are used to determine students in need of this additional intervention program.

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

Teachers also use curriculum embedded assessments to monitor student progress on a daily, weekly, and end of unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

After data analysis, students who continue to show gaps in their learning after Tier 1 supports, are recommended to receive intervention services from credentialed reading and math teachers.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

Brooks teachers have had professional development on all SBE adopted instructional materials. The site, district, and county offer workshops which pertain to collecting and analyzing data to improve instruction, differentiating instruction, using technology in the classroom, writing across the curriculum, implementing CCSS and Next Generation Science Standards. Professional development occurs each year, as well as ongoing instructional support from administration and district personnel. Teachers meet to develop effective instructional strategies, develop lessons, plan instruction, and prepare for intervention using SBE materials as resources

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

Teachers continue to receive ongoing professional development through LCF, grade level targeted collaboration release time, early release collaborative time, I-Days, and other opportunities offered through the school district.

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

Teachers receive on-going staff development throughout the year at District level inservice days, after school workshops, and LCF.

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

The District provides teachers with early release time each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress. Teachers at William Brooks meet with their grade levels or as a whole staff to participate in professional development activities, review student data, or plan instruction. The District provides teachers with release time to collaborate with their grade level teams around standards alignment and best instructional practices.

Teaching and Learning

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

Teachers are engaged in ongoing professional development and collaboration aimed at aligning instruction, and curriculum and materials to California State Standards.

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

Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive 120 minutes, daily in reading/language arts and students in grades K-5 receive 60 minutes in mathematics, daily.

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

All schedules are designed for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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

The District provides SBE-adopted and standards aligned instructional materials, including intervention materials. ELA materials are a compilation of Schoolwide Fundamentals in Reading K-5, Being a Writer K-5, Snap Close Reading 3-5, SIPPS K-3, Benchmark Education Bookrooms K-5, Fountas and Pinnell Benchmark Assessment System K-5. The mathematics curriculum is Math In

Focus for Kindergarten and Pearson Envision 1-5. The science program is Amplify for grades K-5.

Opportunity and Equal Educational Access

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade level standards. In the general education classroom these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, Specially Designed Academic Instruction for English (SDAIE) strategies for English Language Learners, and additional time for learning. EL students receive extra support using a specialized program, On Our Way to English, which is delivered by English Language Development Teacher. Students with significant gaps in their learning may also participate in specialized intervention instruction designed to fill in learning gaps and accelerate their learning, so that they can attain grade level proficiency. Brooks offers Tier 2 Response to Interventions for both reading and math. Intensive small group literacy intervention is provided using Fontas and Pinnell's Leveled Literacy Intervention (LLI). In Math, 3rd -5th grade students receive math intervention using Envision's intervention materials along with time to build foundational skills with a hands on approach. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals and additional instruction designed to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students in need of additional mental health/social emotional support also have access to our school counselor three days per week.

Evidence-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. Teachers complete regular training on the best instructional practices to include in their classroom teaching. Examples of training include: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, and coaching in the areas of math and language arts, as well as instructional shifts for NGSS alignment.

Parental Engagement

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

As a result of unprecedented circumstances surrounding Coronavirus (COVID-19), many school events have been canceled. While some events have been cancelled, as state mandates and safety regulations change, events such as the Jog-a-thon and Fall Festival will take place with safety protocols in place.

The following is a partial list of well supported volunteer activities that assist under achieving students in addition to all other students:

Cross country, spelling bee, oral interpretation, student leadership, running club, William Brooks garden, Beyond School Walls, parent conferences, IEP meetings, 504 and teacher meetings

William Brooks Elementary School is fortunate to have a very supportive parent and community group. The PTA and School Site Council provide opportunities for parent involvement. In previous

school years, two hundred volunteers put in thousands of hours of service in classrooms. With state mandates changing we look forward to welcoming parent volunteers back into classrooms with safety protocols in place. Parents also support the school in the following areas: PTA, School Site Council, Budget Committee, LCAP committee, classroom volunteers, art docent, classroom garden volunteer, yearbook, field trip chaperones, room parent, classroom science volunteer, jog-a-thon, book fairs, Brooks Gala, Harvest Carnival, family movie night, family breakfast, family dances, and talent show.

Additionally, William Brooks provides parents with a description of curriculum, forms of assessment, and expectations for proficiency at Back to School Night. Parents receive information in regards to grade level standards and report cards along with explanations of assessments used. Progress reports and parent conferences are opportunities for teachers to share student progress with parents. Email and telephone calls are frequent methods used for parent-teacher communication. Report cards are sent out three times per year detailing proficiency levels. Information is provided to parents at Back to School Night and in parent-teacher conferences in regards to homework, school/teacher websites, and grade level standards. Translators are available for school site needs based on parent or teacher requests, as are translated forms such as enrollment documents.

As students move from elementary school to middle school, supports are in place for families. These include articulation meetings for students with 504s and IEPs as well as a parent information meeting held at the middle schools each spring.

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)

William Brooks involves parents in the development of the Single Plan for Student Achievement.

The Single Plan for Student Achievement is developed in conjunction with the School Site Council. Parents and staff review the assessment results, analyze the results, and make recommendations on goals to address areas of concern. These recommendations serve as the basis for the Single Plan for Student Achievement. Additional data is collected through a parent survey conducted to assess the needs of stakeholders. Once the Single Plan is written, reviewed and approved by the School Site Council, it is submitted to the Buckeye Union School Board for approval. After approval, it will be posted on the school website.

Funding

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

William Brooks does not receive funds from Title 1 or Title III.

Fiscal support (EPC)

William Brooks does receive LCFF Supplemental Grant funding. This funding is being used to support our intervention programs including Mathematics, English Language Arts, and English Language Development for our English Learners. Site funds were also used to purchase an online reading program called Lexia Core 5. Two days of substitute time for conducting assessments are provided for each teacher through site funds.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Ongoing input is solicited from school staff, as well as school site committees and groups, such as, PTA, School Site Council, and the PBIS team. Meetings are held with the different groups at varying intervals.

Resource Inequities

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

There are no resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.4%	0.84%	1.3%	2	4	5
African American	0.6%	0.84%	0.5%	3	4	2
Asian	9.58%	7.32%	4.6%	48	35	18
Filipino	2.59%	2.09%	2.6%	13	10	10
Hispanic/Latino	16.97%	17.57%	16.1%	85	84	63
Pacific Islander	0.2%	0%	0.3%	1	0	1
White	62.08%	63.18%	67.4%	311	302	264
Multiple/No Response	7.58%	8.16%	7.4%	38	39	29
Total Enrollment				501	478	392

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	76	76	44
Grade 1	60	75	51
Grade 2	97	60	72
Grade3	100	94	52
Grade 4	83	97	88
Grade 5	85	76	85
Total Enrollment	501	478	392

Conclusions based on this data:

1. William Brooks enrollment has been declining each year.
2. Due to the unprecedented circumstances with Coronavirus (COVID 19) and students moving to alternative programs student enrollment has shown a greater decrease.

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	26	17	15	5.2%	3.6%	3.8%
Fluent English Proficient (FEP)	24	22	11	4.8%	4.6%	2.8%
Reclassified Fluent English Proficient (RFEP)	4	7	5	13.3%	26.9%	29.4%

Conclusions based on this data:

1. Our percentage of English Language Learners remains about the same as previous years.
2. In correlation with the number of EL students, there is an increase in reclassification over the last three years.

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	82	102	51	81	98	0	81	98	0	98.8	96.1	0.0
Grade 4	79	81	85	79	79	0	79	79	0	100	97.5	0.0
Grade 5	90	84	87	88	83	0	88	83	0	97.8	98.8	0.0
All Grades	251	267	223	248	260	0	248	260	0	98.8	97.4	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2463.	2478.		39.51	45.92		29.63	33.67		17.28	14.29		13.58	6.12	
Grade 4	2533.	2491.		51.90	36.71		25.32	22.78		16.46	15.19		6.33	25.32	
Grade 5	2551.	2554.		44.32	38.55		30.68	36.14		13.64	16.87		11.36	8.43	
All Grades	N/A	N/A	N/A	45.16	40.77		28.63	31.15		15.73	15.38		10.48	12.69	

2019-20 Data:

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

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	48.15	44.90		34.57	46.94		17.28	8.16	
Grade 4	44.30	35.44		49.37	43.04		6.33	21.52	
Grade 5	48.86	46.99		42.05	46.99		9.09	6.02	
All Grades	47.18	42.69		41.94	45.77		10.89	11.54	

2019-20 Data:

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

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	37.04	32.65		44.44	57.14		18.52	10.20	
Grade 4	46.84	24.05		46.84	55.70		6.33	20.25	
Grade 5	47.73	40.96		38.64	46.99		13.64	12.05	
All Grades	43.95	32.69		43.15	53.46		12.90	13.85	

2019-20 Data:

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

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	30.86	37.76		62.96	59.18		6.17	3.06	
Grade 4	39.24	27.85		58.23	59.49		2.53	12.66	
Grade 5	28.41	39.76		62.50	51.81		9.09	8.43	
All Grades	32.66	35.38		61.29	56.92		6.05	7.69	

2019-20 Data:

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

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	33.33	38.78		50.62	51.02		16.05	10.20	
Grade 4	43.04	27.85		49.37	58.23		7.59	13.92	
Grade 5	38.64	44.58		50.00	44.58		11.36	10.84	
All Grades	38.31	37.31		50.00	51.15		11.69	11.54	

2019-20 Data:

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

Conclusions based on this data:

1. In spring of 2021, the District administered the FastBridge assessments in reading and mathematics. Results are attached.
2. Based on the 2020/2021 FastBridge data for ELA, the average percentile increased from 62.19% to 65.32%.
3. The percentage of students testing proficient or above increased from 82.83% in 19/20 to 84.79% in 20/21.

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	82	102	51	81	98	0	81	98	0	98.8	96.1	0.0
Grade 4	79	81	85	79	79	0	79	79	0	100	97.5	0.0
Grade 5	90	84	87	88	84	0	88	84	0	97.8	100	0.0
All Grades	251	267	223	248	261	0	248	261	0	98.8	97.8	0.0

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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	2466.	2484.		34.57	36.73		28.40	42.86		24.69	16.33		12.35	4.08	
Grade 4	2532.	2520.		34.18	36.71		48.10	30.38		15.19	27.85		2.53	5.06	
Grade 5	2554.	2560.		39.77	30.95		22.73	40.48		28.41	28.57		9.09	0.00	
All Grades	N/A	N/A	N/A	36.29	34.87		32.66	38.31		22.98	23.75		8.06	3.07	

2019-20 Data:

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

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	50.62	58.16		29.63	28.57		19.75	13.27	
Grade 4	55.70	49.37		40.51	32.91		3.80	17.72	
Grade 5	48.86	45.24		28.41	51.19		22.73	3.57	
All Grades	51.61	51.34		32.66	37.16		15.73	11.49	

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.74	41.84		41.98	53.06		17.28	5.10	
Grade 4	39.24	39.24		54.43	51.90		6.33	8.86	
Grade 5	37.50	39.29		48.86	55.95		13.64	4.76	
All Grades	39.11	40.23		48.39	53.64		12.50	6.13	

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	48.15	44.90		40.74	51.02		11.11	4.08	
Grade 4	49.37	43.04		41.77	48.10		8.86	8.86	
Grade 5	35.23	28.57		52.27	61.90		12.50	9.52	
All Grades	43.95	39.08		45.16	53.64		10.89	7.28	

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. In spring of 2021, the District administered the FastBridge assessments in reading and mathematics. Results are attached.
2. Based on the 2020/2021 FastBridge data for math the average percentile slightly decreased from 61.30% to 60.88%.
3. The percentage of students testing proficient or above increased from 83.09% in 19/20 to 85.25% in 20/21.

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	*	*	*	*	*	*	*	*	*	*	*	*	
1	*	*	*	*	*	*	*	*	*	*	4	*	
2	*	*	*	*	*	*	*	*	*	*	6	*	
3	*	*		*	*		*	*		*	9		
4	*	*	*	*	*	*	*	*	*	*	*	4	
All Grades											25	23	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.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*		*	*	*	*	*
3		*		*	*		*	*			*		*	*	
4		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	44.00	30.43	36.36	*	47.83	36.36	*	17.39	18.18	*	4.35	9.09	25	23	11

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3	*	*			*		*	*			*		*	*	
4		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	60.00	52.17	54.55	*	26.09	36.36	*	21.74	0.00		0.00	9.09	25	23	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
K	*	*	*		*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*	*	*	*
3		*		*	*		*	*		*	*		*	*	
4		*	*	*	*	*		*	*		*	*	*	*	*
All Grades	*	26.09	9.09	*	47.83	36.36	*	17.39	27.27	*	8.70	27.27	25	23	11

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	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	*	*	*	*	*	*		*	*	*	*	*	
2	*	*	*	*	*	*		*	*	*	*	*	
4		*	*	*	*	*		*	*	*	*	*	
All Grades	64.00	52.17	54.55	*	39.13	36.36		8.70	9.09	25	23	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
K	*	*	*	*	*	*	*	*	*	*	*	*
1		*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
All Grades	48.00	47.83	54.55	*	39.13	36.36	*	13.04	9.09	25	23	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
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*		*	*	*	*	*
All Grades	*	30.43	18.18	44.00	56.52	45.45	*	13.04	36.36	25	23	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
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
All Grades	*	30.43	18.18	60.00	60.87	72.73	*	8.70	9.09	25	23	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. Due to the unprecedented circumstances with Coronavirus (COVID 19) administration of the 2019/20 English Language Proficiency Assessment for California (ELPAC) was suspended. Administration of the ELPAC will take place in the fall of the 2021 school year.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
392	10.7	3.8	0.5
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	15	3.8
Foster Youth	2	0.5
Homeless		
Socioeconomically Disadvantaged	42	10.7
Students with Disabilities	54	13.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian or Alaska Native	5	1.3
Asian	18	4.6
Filipino	10	2.6
Hispanic	63	16.1
Two or More Races	29	7.4
Native Hawaiian or Pacific Islander	1	0.3
White	264	67.3

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Green	Suspension Rate  Green
Mathematics  Blue		

Conclusions based on this data:

1. Based on the 2018/19 English Language Arts indicator decreased by 5 scale score points
2. Based on the 2018/19 math indicator increased by 4 scale points
3. Based on the 2018/19 data, Chronic absenteeism decreased by 0.9 Suspension rate decreased by 0.4%

School and Student Performance Data

Academic Performance English Language Arts

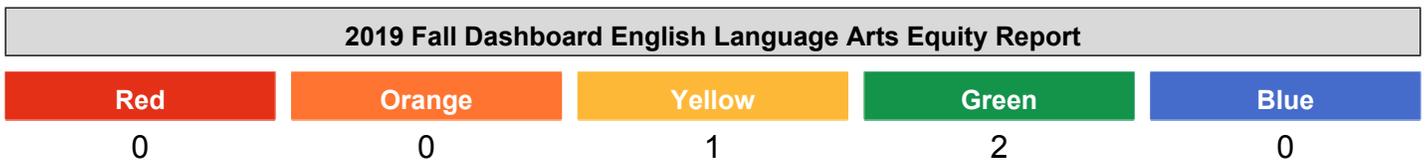
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 40.8 points above standard Declined -5.5 points 255	<p>English Learners</p> No Performance Color 46.8 points above standard Increased Significantly ++20.8 points 22	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> No Performance Color 13.2 points above standard Increased ++8.7 points 24	<p>Students with Disabilities</p> Yellow 13.7 points below standard Increased Significantly ++18.2 points 52

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 57 points above standard Increased ++9.8 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 15.8 points above standard Declined -8.6 points 47	 No Performance Color 34.3 points above standard Declined Significantly -17.8 points 20	 No Performance Color 0 Students	 Green 47.4 points above standard Declined -3.2 points 153

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	55.5 points above standard 15	38 points above standard Declined -9 points 224

Conclusions based on this data:

1. Based on the 2019 Dashboard, the students population preformed 40.8 points above standard showing a decline of 5.5 points.
2. Students with disabilities performed 13.7 points below standard, however this shows a significant increase of 18.2 points.
3. While Hispanic students scored 15.8 points above standard, this was a decline of 8.6 points.

School and Student Performance Data

Academic Performance Mathematics

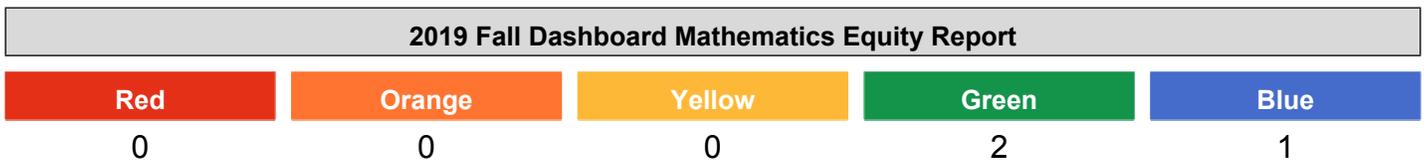
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Blue 38.9 points above standard Increased ++4.5 points 256	<p>English Learners</p> No Performance Color 39 points above standard Increased ++10.4 points 22	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> No Performance Color 18.5 points above standard Increased Significantly ++10.7 points 24	<p>Students with Disabilities</p> Green 3.2 points below standard Increased Significantly ++11.2 points 53

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 63.3 points above standard Maintained -1.5 points 29	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.3 points above standard Increased ++11.5 points 48	 No Performance Color 39.5 points above standard Maintained -0.9 points 20	(Empty)	 Blue 40.2 points above standard Increased ++4.1 points 153

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	49.3 points above standard 15	36.7 points above standard Maintained ++2.8 points 225

Conclusions based on this data:

1. Based on the 2019 Dashboard data, all students scored 38.9 points above standard with an increase of 4.5 points.
2. While students with disabilities scored 3.2 points below standard, there demonstrated a significant increase of 41.3 points.
3. Hispanic students scored 22.3 points above standard with an increase of 11.5 points.

School and Student Performance Data

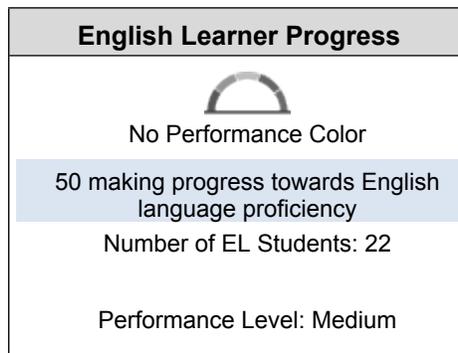
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.1	31.8	18.1	31.8

Conclusions based on this data:

1. Based on the 2019 Dashboard, William Brooks students are making expected progress in English Language Development.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	2	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Green 4.4 Declined -0.9 524	 No Performance Color 3.7 Maintained +0.4 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 14 Declined -2.1 50	 Green 7.4 Declined -4.8 95

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Blue 2 Declined -2 49	 No Performance Color 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.3 Increased +0.9 86	 Orange 7.3 Increased +2.1 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.7 Declined -1.3 329

Conclusions based on this data:

1. Based on the 2019 Dashboard, chronic absenteeism is at a higher rate for all students than is needed for student success.
2. Socioeconomically disadvantaged students and students with disabilities have higher rates of chronic absenteeism than other student groups.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

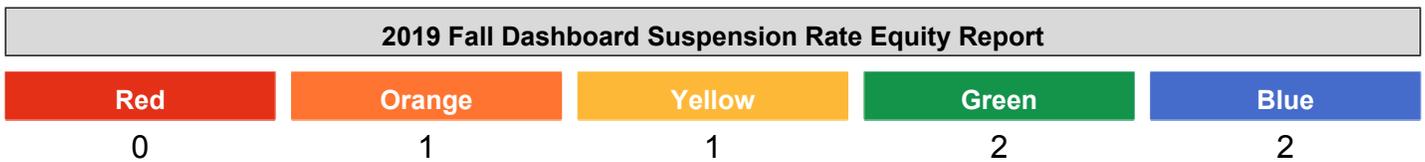
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.9</p> <p>Declined -0.4</p> <p>529</p>	<p>English Learners</p> <p>No Performance Color</p> <p>3.7</p> <p>Increased +0.6</p> <p>27</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>3.8</p> <p>Increased +2.1</p> <p>52</p>	<p>Students with Disabilities</p> <p>Green</p> <p>2.1</p> <p>Declined -1.9</p> <p>95</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2	 Blue 0 Maintained 0 49	 No Performance Color 0 13
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 2.3 Maintained -0.1 86	 Blue 0 Maintained 0 42	 No Performance Color Less than 11 Students - Data 1	 Green 0.6 Declined -0.5 332

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.3	0.9

Conclusions based on this data:

1. Based on the 2019 Dashboard, the suspension rate declined by 0.4 points, maintaining low status.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Goal #1: Student Achievement-Maximize the performance of each student in all academic areas.

Goal 1

William Brooks average student scaled score on the State's Smarter Balanced Assessment for English language arts, will increase by 3 points. Underperforming subgroups, socio-economically disadvantaged and special education students, will increase by 5 points.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBA Scores	English Language Arts: Distance from Level 3: All Students 41 (-5), SWD -15 (+8), Asian 57 (+10) Latinx 15 (-8), White 47 (-4)	Increase distance from level 3 by 3 scale points for all students and 5 points for identified subgroups.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will collaborate with grade level teams around standards aligned instruction and assessment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000	LCFF - Base 4000-4999: Books And Supplies Purchase books and supplies to support instruction.
7,000	LCFF - Base 5000-5999: Services And Other Operating Expenditures Substitute teacher costs for release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At risk students, including identified subgroups and low socio-economic disadvantaged students, English learners, foster/homeless youth

Strategy/Activity

Reading intervention for at risk students in grades 1st-5th

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000	LCFF - Base 4000-4999: Books And Supplies Materials
48,000	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Intervention teachers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Release time for teachers to complete assessments, analyze results, standards aligned collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF - Base

	5000-5999: Services And Other Operating Expenditures Substitute teacher costs
0	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide necessary materials and supplies to support instructional program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	Library Grant 4000-4999: Books And Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide technology programs to support student progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,199	Library Grant 4000-4999: Books And Supplies Raz Kids
10,900	Library Grant 4000-4999: Books And Supplies Lexia

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

[Empty box] None Specified
None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

[Empty box] None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Data from the 2018/19 SBA administration showed, William Brooks declined in the area of English Language Arts (-5). However, FastBridge data showed a slight increase between 19/20 and 20/21.

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

None

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Goal #1: Student Achievement-Maximize the performance of each student in all academic areas.

Goal 2

William Brooks average student scaled score on the State's Smarter Balanced Assessment for mathematics, will increase by 3 points. Underperforming subgroups, socio-economically disadvantaged and special education, will increase by 5 points.

Identified Need

Math: Distance from Level 3: All Students 39 (+4), SWD -1 (+30), Asian 65 (-2), Latinx 24 (+13), White 40 (+3)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 SBA Scores	Math: Distance from Level 3: All Students 39 (+4), SWD -1 (+30), Asian 65 (-2), Latinx 24 (+13), White 40 (+3)	Increase scale score 3 points for all students and 5 points for identified subgroups

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Teachers will collaborate with grade level teams around standards aligned instruction and assessment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2,000

LCFF - Base
5000-5999: Services And Other Operating Expenditures
Substitutes for teacher release time

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At risk students, including identified subgroups and low socio-economic disadvantaged students, English learners, foster/homeless youth

Strategy/Activity

Provide additional learning opportunities to those students not showing progress toward grade level standards, skills, and concepts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

27,000

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Intervention teacher salary

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide math materials, manipulative and supplies to support the foundational understanding of mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500

Source(s)

Library Grant
4000-4999: Books And Supplies
materials and supplies: manipulatives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide additional technology to supplement instruction and support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10000

Source(s)

District Funded

ST Math

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

None Specified
None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

None Specified
None Specified

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on 2018/9 SBA data, William Brooks students continue to make growth with a positive increase towards level 3 with a 5.4 point increase. However, Fastbridge assessment showed a slight decrease in the average percentile scored.

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

No changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Suspension Rate

LEA/LCAP Goal

Goal #2: Promote the development of each student as a whole person.

Goal 3

William Brooks will maintain our low suspension rate as measured by the California Dashboard through the use of Positive Behavior Intervention and Support (PBIS) and social emotional learning opportunities for all students.

Identified Need

Maintain suspension rate (lower than 0.9%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Suspension Rate	0.9%	Lower than 0.9%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Participate in Positive Behavior Interventions and Support (PBIS) training

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1500

Source(s)

Library Grant
1000-1999: Certificated Personnel Salaries
substitute teacher

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Formation of Student Groups (Leadership, clubs)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide social emotional curriculum/lessons to all classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Other
None Specified
Services provided by school counselor

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Identified Students

Strategy/Activity

Provide small group counseling based upon student social and emotional needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Other

None Specified
Services provided by school counselor

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote positive behavior through the use of Caught Ya tickets

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000

Source(s)

Library Grant
4000-4999: Books And Supplies
student incentives

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

William Brooks will maintain the low status of student suspension rates as indicated on the California Dashboard.

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

No changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

Goal #2: Promote the development of each student as a whole person.

Goal 4

Due to attendance restrictions with the unprecedented circumstance of Coronavirus (COVID 19), with the exception of when students are displaying COVID like symptoms, we will promote attendance and positive engagement.

Identified Need

Based on the 2019 Dashboard, William Brooks has a 4.4% chronically absenteeism rate (decrease of 0.9% from previous year).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Reports	4.4% chronically absent rate 2018-2019	Decrease in the percentage of students chronically absent.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Designated school team to follow up with letters and phone calls to students who begin to trend towards chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified

Monitor student attendance rates

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Promote a positive school climate where students feel accepted and engaged.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

None Specified
None Specified
PBIS strategies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Decrease chronic absenteeism for all students, including significant subgroups, to promote student engagement and success.

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

No changes

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

No changes

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$125,099.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$10,000.00
LCFF - Base	\$20,000.00
LCFF - Supplemental	\$75,000.00
Library Grant	\$20,099.00

Subtotal of state or local funds included for this school: \$125,099.00

Total of federal, state, and/or local funds for this school: \$125,099.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	60,000	-15,000.00
Library Grant	68,250	48,151.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	10,000.00
LCFF - Base	20,000.00
LCFF - Supplemental	75,000.00
Library Grant	20,099.00

Expenditures by Budget Reference

Budget Reference	Amount
	10,000.00
1000-1999: Certificated Personnel Salaries	76,500.00
4000-4999: Books And Supplies	24,599.00
5000-5999: Services And Other Operating Expenditures	14,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	District Funded	10,000.00
4000-4999: Books And Supplies	LCFF - Base	6,000.00

5000-5999: Services And Other Operating Expenditures	LCFF - Base	14,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	75,000.00
1000-1999: Certificated Personnel Salaries	Library Grant	1,500.00
4000-4999: Books And Supplies	Library Grant	18,599.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,099.00
Goal 2	39,500.00
Goal 3	2,500.00

School Site Council Membership

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

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

Name of Members	Role
Noel Stedeford	Principal
Raffaella Avina	Other School Staff
Jenelle Carver	Classroom Teacher
Candace Slagle	Classroom Teacher
Cindy Furmanek	Parent or Community Member
Ashley Elder	Parent or Community Member
David Keyzer	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:

Principal, Noel Stedeford on 10/18/21

SSC Chairperson, Cindy Furmanek on 10/18/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

Attested:



Principal, Noel Stedford on 10/18/21

SSC Chairperson, Cindy Furmanek on 10/18/21

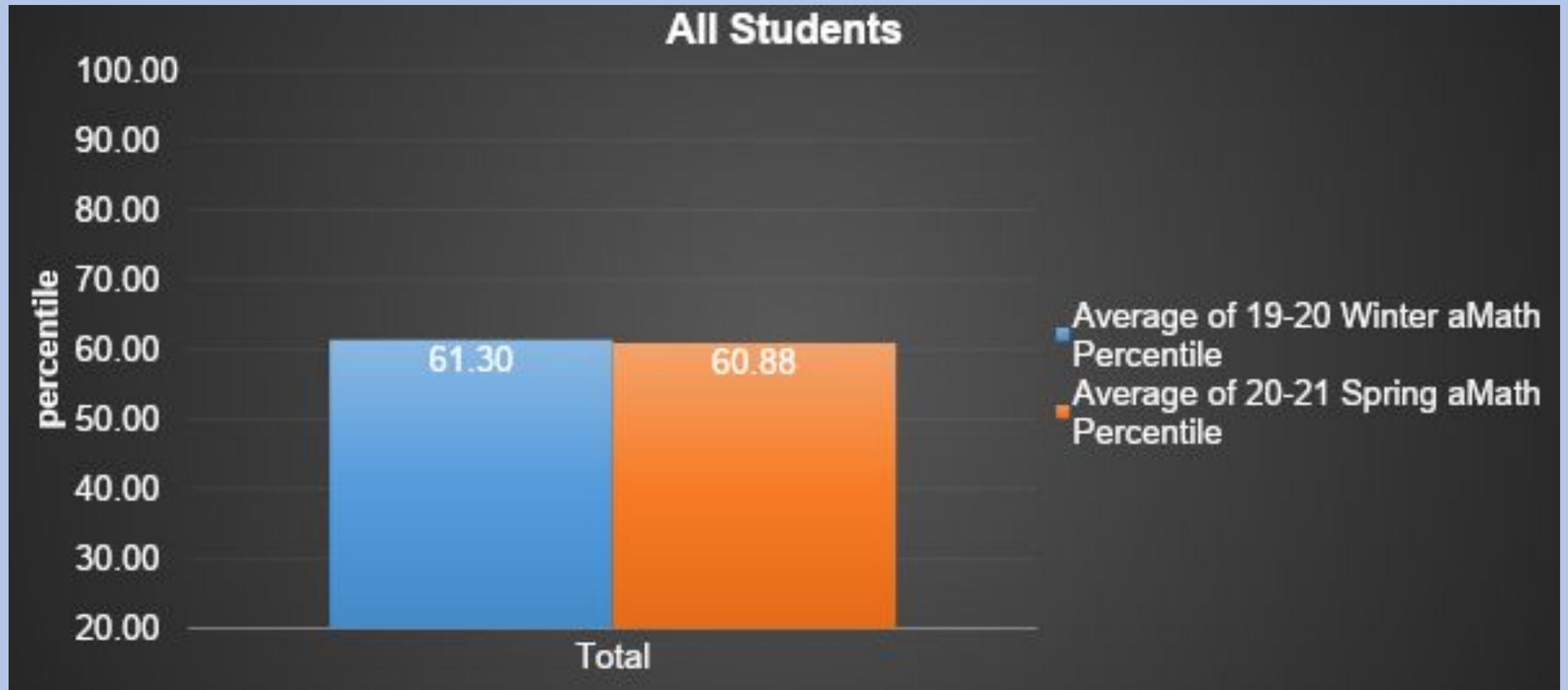
WILLIAM BROOKS ELEMENTARY SCHOOL
Spring 2021 Student
Assessment Results

Presented to the School Site Council DATE

2021 Districtwide Assessment

- Due to the impacts of COVID-19, the California Department of Education provided Districts with the choice to assess using a local measure or administer the State's assessments in English language arts and mathematics.
- In order to preserve instructional time and collect district-wide assessment data, Buckeye Union chose to administer the FastBridge assessments in reading and mathematics.

FastBridge aMath %ile Avg.

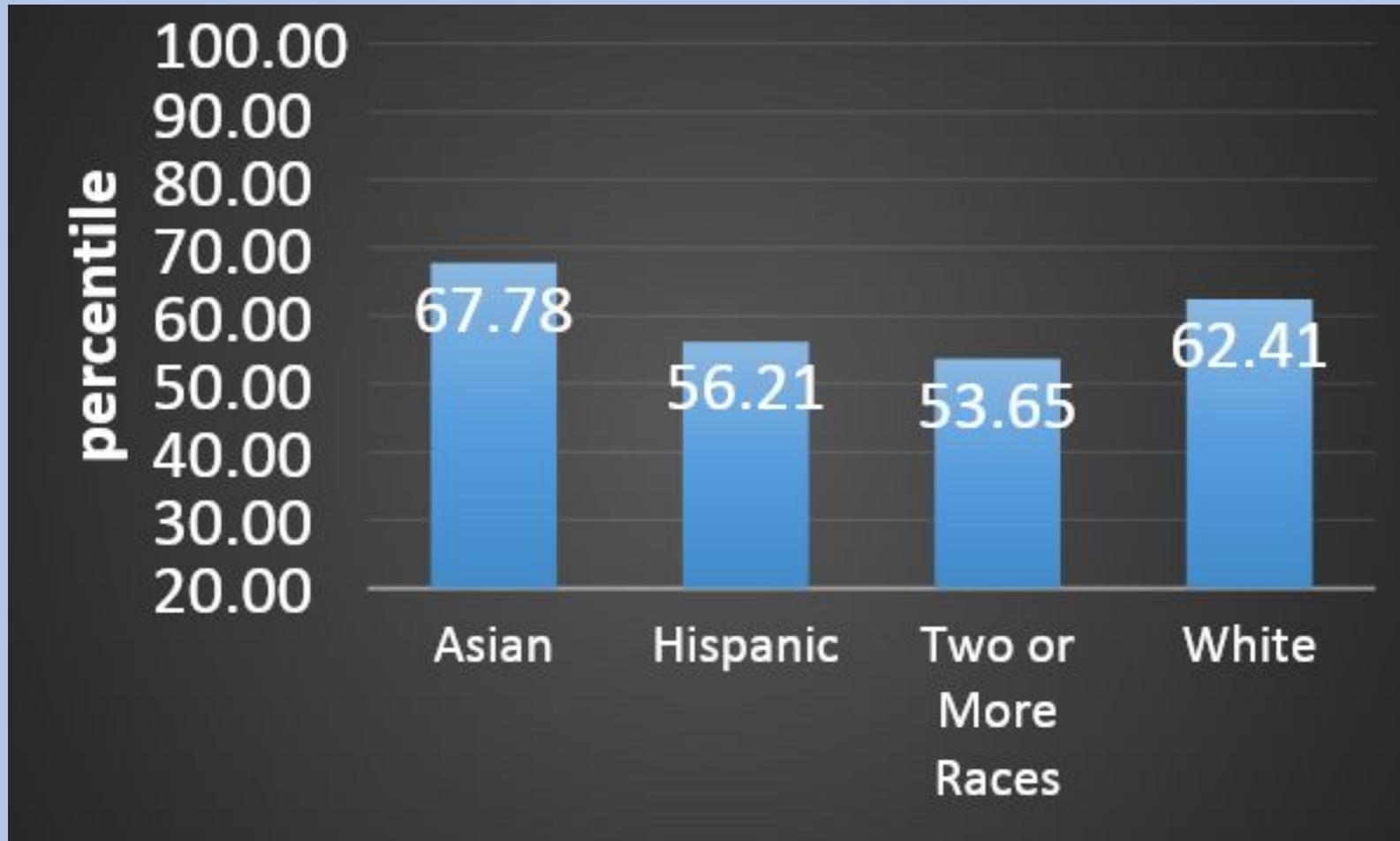


aMath Student Proficiency

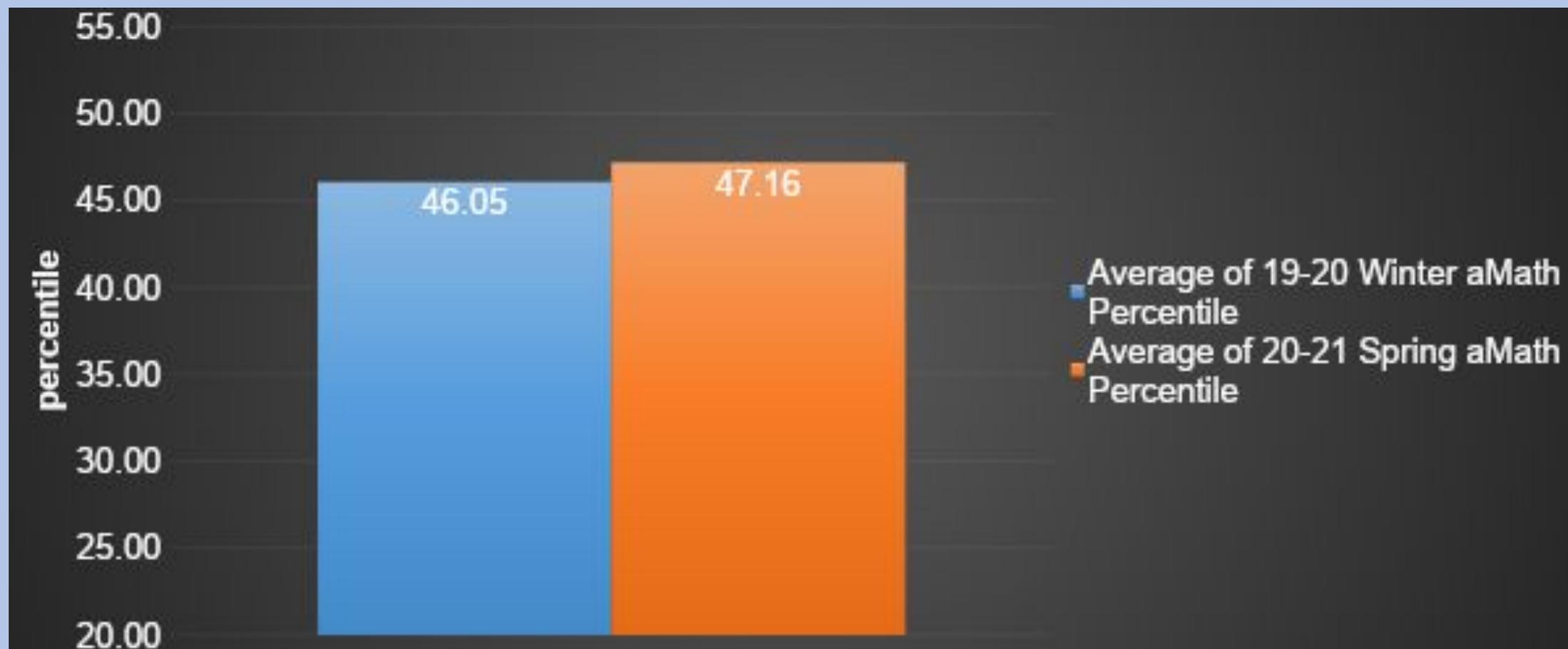
	2019-2020	2020-2021
Above Proficient	46.77	39.21
Proficient	36.32	46.04
Below Proficient	12.94	11.51
Far Below Proficient	3.98	3.24

Above Proficient – 85%ile and Above
Proficient – 30%ile to 84.99%ile
Below Proficient – 20%ile to 29.99%ile
Far Below Proficient – < 20%ile

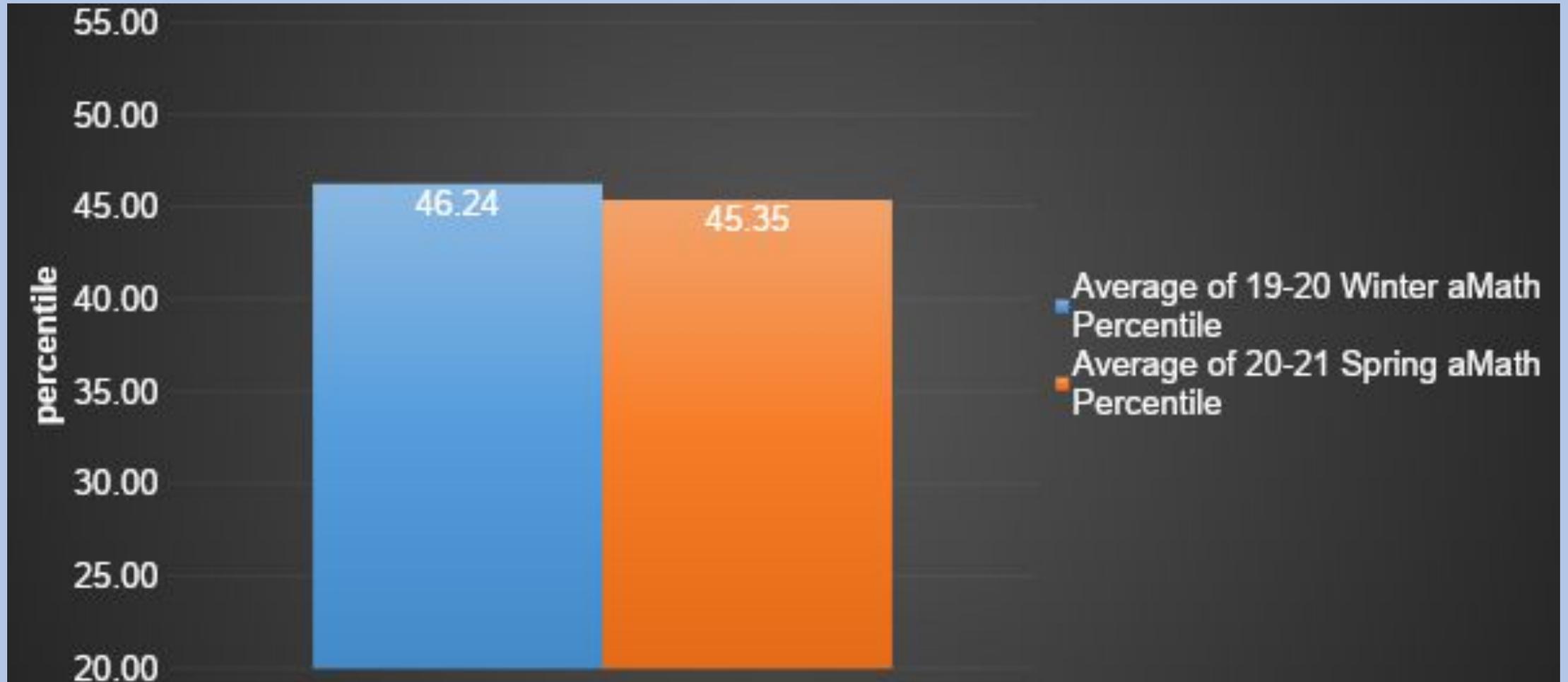
aMath %ile Avg. by Race



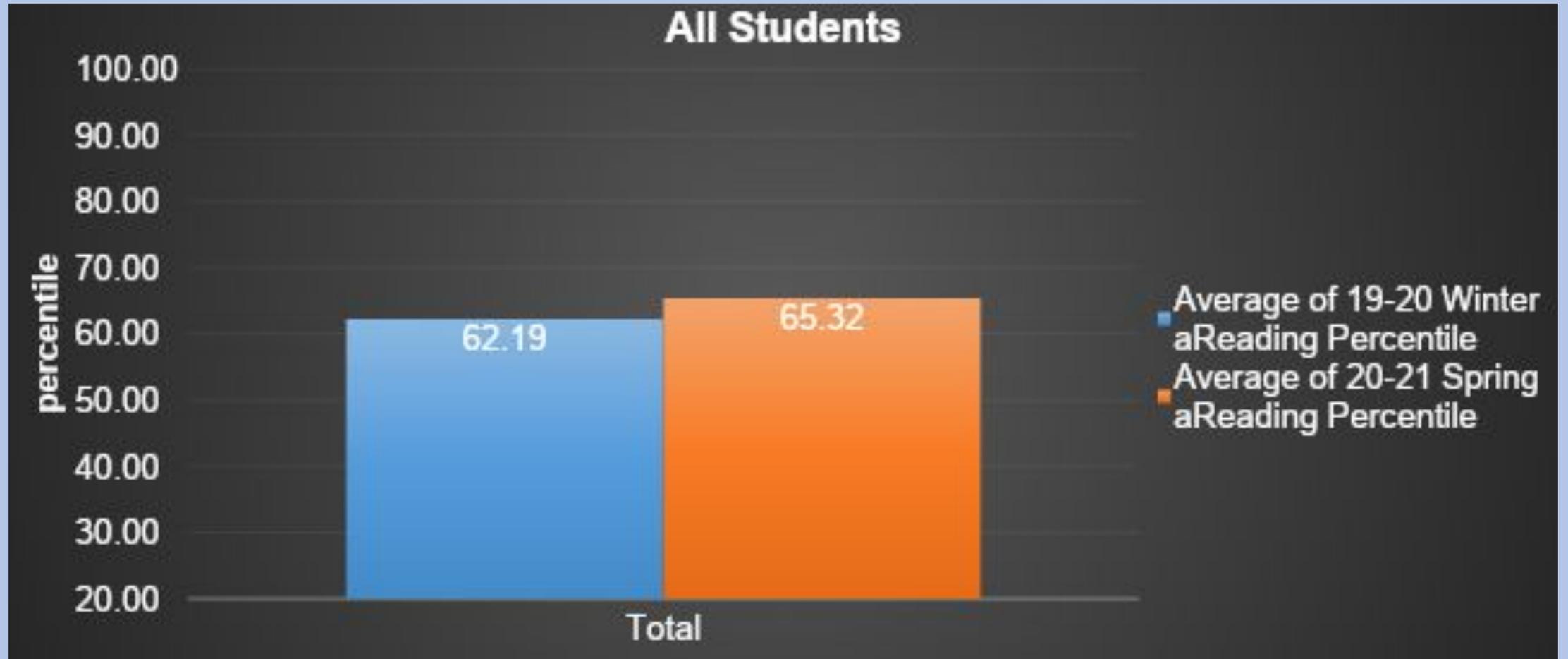
aMath by Socio-Economically Disadvantaged %ile Avg. (N=27)



aMath by Special Education %ile Avg. (N=50)



FastBridge aReading %ile Avg.



aReading Student Proficiency

	2019-2020	2020-2021
Above Proficient	45.96	49.64
Proficient	36.87	35.25
Below Proficient	13.13	10.07
Far Below Proficient	4.04	5.04

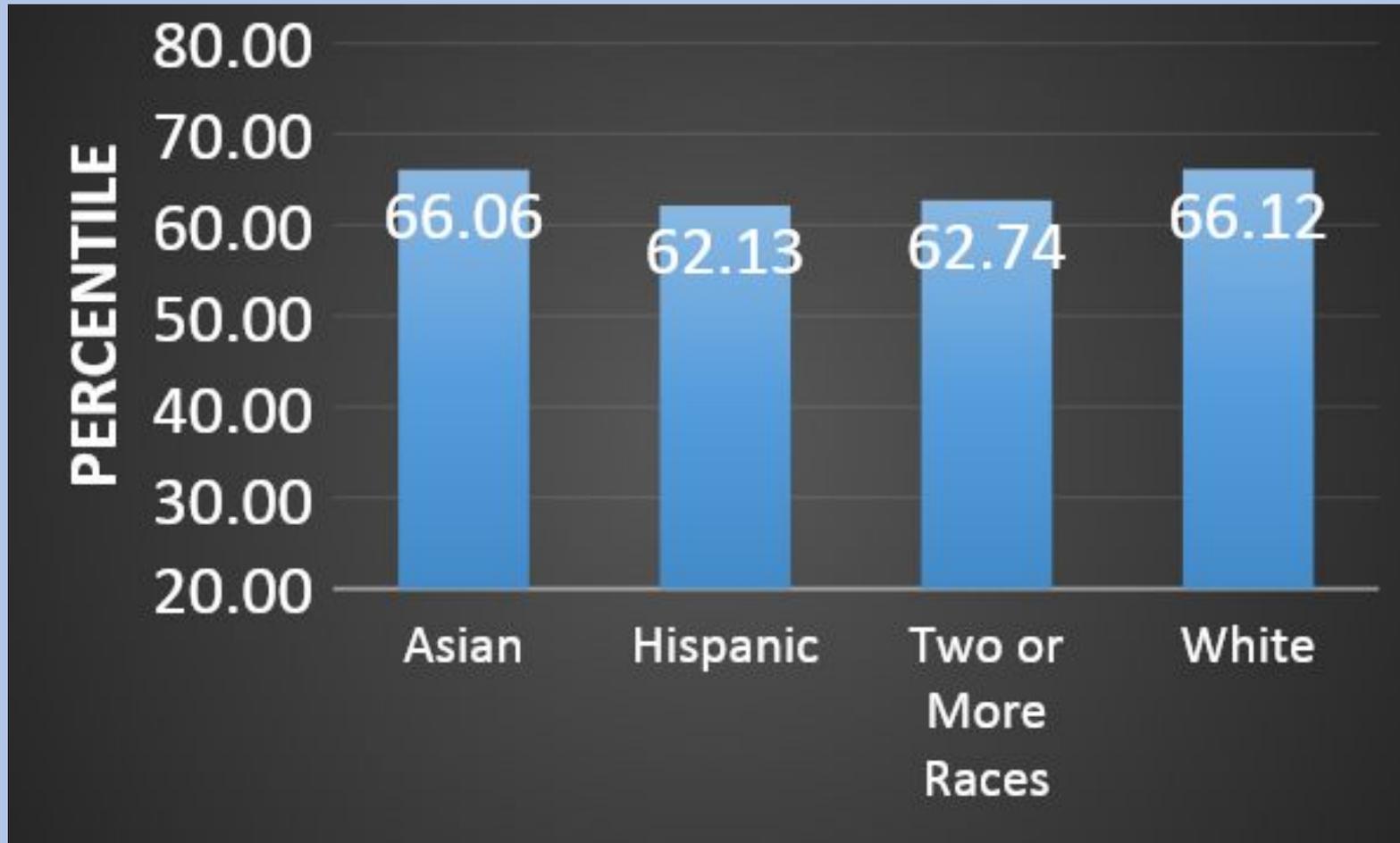
Above Proficient – 85%ile and Above

Proficient – 30%ile to 84.99%ile

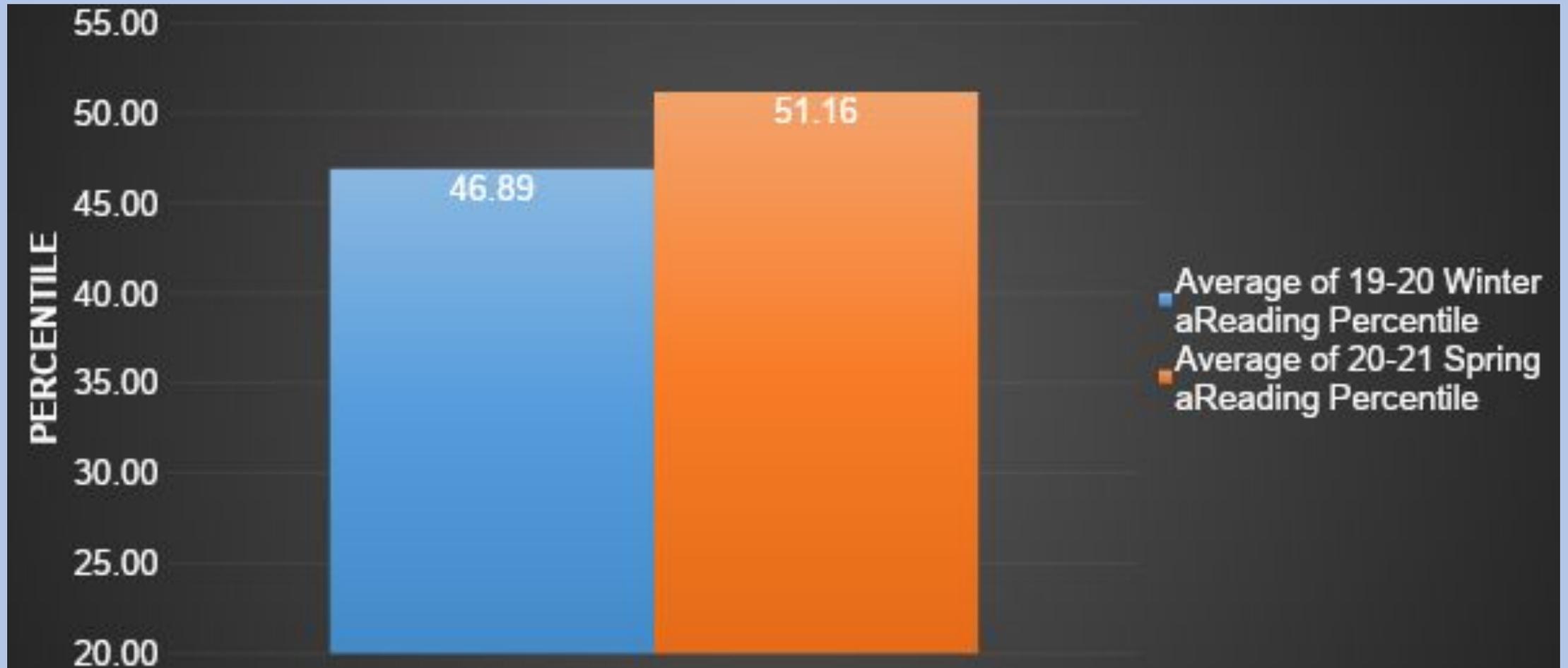
Below Proficient – 20%ile to 29.99%ile

Far Below Proficient – < 20%ile

aReading %ile Avg by Race



Socio-Economically Disadvantaged %ile Avg. (N=27)



Special Education %ile Avg. (N=50)

