



## 2020-2021 SPSA Overview

### School Profile

Donald F. Bradach School is located in the High Desert town of Adelanto, California. The median family income of Adelanto is \$35,000. Donald. F. Bradach serves a diverse community. 69% of the school's demographic is Hispanic, 15% of the school is African American, 7% are Asian, 5% are white, and 5% identify as multi-racial. 10% are designated as Special Ed, 21% are designated as English Language Learners, 8% are foster students, and 65% are socially, economically disadvantaged. The school operates a school wide Title One program and all students receive free breakfast and lunch. Given the diverse community of the school, Bradach operates a multi-tiered system of supports that are designed to meet each students' academic and social emotional needs. Technology is used to deliver intervention at the students' specific performance level and small group instruction is used to provide additional support. Professional learning foci is identified that is designed to meet the needs of teachers as they deliver instruction in focus areas designed to meet the needs of their students. The school utilizes Desert Mountain Selpa and the District Counselors to provide counseling to students with behavior, academic and social-emotional needs.

### Student Demographics

<b><u>15%</u></b> African American	<b><u>69%</u></b> Hispanic/Latino	<b><u>6%</u></b> White
<b><u>4%</u></b> Two or More Races	<b><u>21%</u></b> English Learners	<b><u>84%</u></b> SED
<b><u>10%</u></b> SWD	<b><u>7%</u></b> Foster Youth	<b><u>.05%</u></b> Homeless

### School Vision and Mission

#### Vision Statement

Donald F. Bradach's staff believe that the fundamental purpose of school is learning. We strive for each student to reach their highest potential in order to prepare them for college and career success in a global society.

#### Mission Statement

All Bradach students will creatively and cooperatively reach and exceed their academic and life goals in order to responsibly contribute within a global society.

#### Goals

- All students will master the building blocks of reading, writing and mathematics, to be prepared for more advanced material.
- All students will have access to global knowledge and opportunities through a variety of resources.
- We will provide a safe, nurturing, and stimulating environment.
- Students will gain the knowledge, desire, and skills needed to become responsible citizens, and to go forward with the confidence necessary to enter the future.
- All parents, staff, and the community will be jointly responsible for the education of our students.

#### Bear Paw Pledge

The Bradach Bears are a community of learners who are respectful of self and others, responsible for our behavior and academic achievement and safe at all times.

Behavior Expectations: Be Safe, Be Respectful, Be Responsible

### Stakeholder Involvement

In May, surveys are sent out to all stakeholders. Data from the surveys is analyzed in August/September and presented to the School Site Council, which is made up of five staff and five community members. The council comprises parents from each of our stakeholder groups and has direct input into what research-based practices will be implemented to help all students achieve. All Stakeholders have the opportunity to participate in the process through Zoom meetings, polls, surveys and Class Dojo.

# Comprehensive Needs

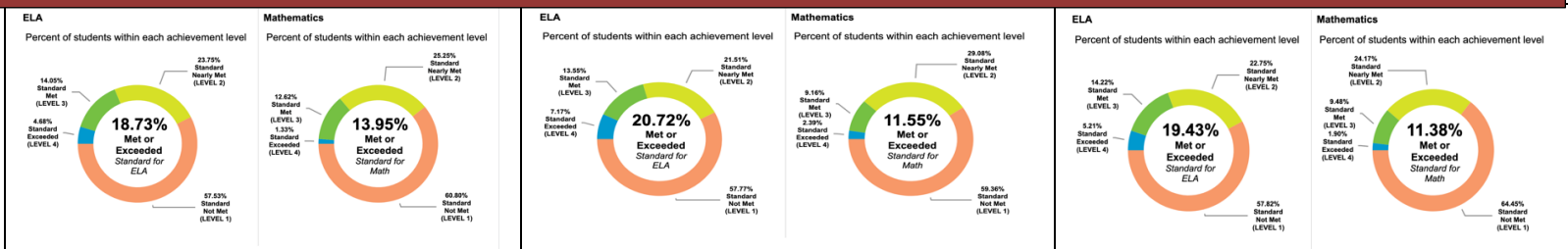
We have compiled data using the district's LCAP survey and the school's K-12 Parent Survey. The results of the surveys show that

- 70% felt they could support their student's learning at home
- 86% felt that the school is doing a good job at preparing their student for the next grade level
- 93% felt that the school's discipline program met their student needs
- 80% felt the school provides a caring and supportive environment for students
- 93% felt the school recognizes students for their achievements
- 67% felt that their child felt a great sense of belonging to the school
- 80% felt the school included them in decisions about their child
- 65% felt that the school values diversity
- 70% felt that the school provides engaging lessons.
- 85% felt that the administrators of the school facilitated a learning environment conducive to learning
- 84% felt teachers respected students at the school.
- 81% felt that the school holds high expectations for student learning.
- 66% felt that students who struggled academically received adequate supports and resources
- 93% were satisfied with the instruction that ELL students receive
- 60% felt satisfied with the education that SPED kids receive

## SPSA Highlights

This year's SPSA will focus on two of the District's LCAP goals, Pupil Outcomes and Engagement. In the area of Pupil Outcomes, we will be looking to increase student achievement in the areas of reading and math. In addition, we will be looking at how we can close the achievement gap for all students. We will take a two-pronged approach to increasing pupil outcomes by looking at how we deliver multi-tiered systems of support, including both intervention and enrichment and will focus on developing the instructional skills of teachers by identifying two focus areas tied directly to student achievement; literacy and mindfulness. In the area of engagement, we will continue to focus on providing a safe and engaging school environment that fosters increased communication between home and school, encourages parent and community involvement and focuses on improving the school climate for all students. As part of this focus, we will be looking at how principles of mindfulness can be used to lessen student and teacher stress, promote connectedness and decrease incidents of student misbehavior.

## CASSP Assessment Results



2017

2018

2019

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2368.1	2416.8	2416.7
Standard Exceeded: Level 4	6.52 %	10.59 %	3.61 %
Standard Met: Level 3	14.13 %	18.82 %	10.84 %
Standard Nearly Met: Level 2	26.09 %	18.82 %	26.51 %
Standard Not Met: Level 1	53.26 %	51.76 %	59.04 %

Achievement Level Distribution Over Time

Achievement Level	Grade 3 (2016-17)	Grade 4 (2017-18)	Grade 5 (2018-19)
Mean Scale Score	2365.0	2415.6	2407.4
Standard Exceeded: Level 4	1.08 %	2.35 %	1.19 %
Standard Met: Level 3	13.98 %	10.59 %	7.14 %
Standard Nearly Met: Level 2	29.03 %	44.71 %	11.90 %
Standard Not Met: Level 1	55.91 %	42.35 %	79.76 %

**LCAP GOAL 1: Conditions of Learning****SPSA Goal 1: Conditions of Learning**

Budget	Strategies/Activities	Student Group Served
General Fund	<p><b>STRATEGY:</b> Maintaining safe facilities</p> <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Conduct a FIT inspection at the beginning and end of the year.</li> <li>• Walk the grounds biweekly with the custodians</li> <li>• Use the maintenance and operations work order system when issues arise that can't be handled by site custodians</li> </ul>	All Student Groups
Lottery: Instructional Materials 4000-4999: Books and Supplies \$8060.00	<p><b>STRATEGY:</b> Provide all students with SBE adopted, CCSS aligned instructional materials</p> <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• The librarian completes inventory at the end of the year and orders books and resources to ensure all students have the appropriate resources.</li> <li>• Complete the Textbook-Sufficiency Report by September</li> <li>• Continue use of the Follet-Destiny System for Library Inventory</li> <li>• Annually refresh library selections to Common Core and high interest reading selections.</li> </ul>	All Student Groups
LCFF - Supp/Concentration 4000-4999: Books and Supplies \$2000	<p><b>STRATEGY:</b> Ensure 1-1 device ratio</p> <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Conduct a technology needs assessment at the beginning of each year.</li> <li>• Use the IT department work order to ensure devices are in good repair</li> <li>• Work with the Site IT person to ensure the 1-1 devices are functioning and being used for both learning and student output.</li> <li>• Provide a Technology Specialist position at the site to support teachers in the distance learning environment.</li> </ul>	All Student Groups
General Fund	<p><b>STRATEGY:</b> Provide fully credentialed teachers to sustain the K-3 class size ratio of 24:1.</p> <p><b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Meet twice a year in May and August with HR to discuss staffing for the site. Hire teachers as needed.</li> <li>• Support the Induction process on campus by offering opportunities for</li> <li>• support.</li> </ul>	All Student Groups

## LCAP GOAL 2: Pupil Outcomes

### SPSA Goal 2: Pupil Outcomes

Budget	Strategies/Activities	Student Group Served
<p>Comprehensive Support and Improvement (CSI) 1000-1999: Certificated Personnel Salaries \$ 31354.00</p>	<p><b>STRATEGY:</b> Before and After School Intervention and acceleration. <b>ACTIVITY:</b> Following the guidance of the intervention and acceleration plan, each teacher will be given the funding to offer 30 hours of small group, individualized instruction to support students who are identified as either below standard or above the standard as evidenced by assessment data. If a teacher does not want to offer intervention/enrichment, another teacher at the grade level may offer the hours in their place</p>	<p>Given that 50% or more of our students are below standard, all students will benefit from this strategy. Over all 4 subgroups will needed added focus: Hispanic, ELL, SED and SWD for being in red in ELA and MA.</p>
<p>Comprehensive Support and Improvement (CSI) 4000-4999: Books and Supplies \$68501.00 Title I Part A: Allocation 4000-4999: Books and Supplies \$22378.00 LCFF - Supp/Concentration 5000-5999: Services And Other Operating Expenditures \$10000</p>	<p><b>STRATEGY:</b> Provide individualized instruction, assessment, intervention and acceleration using technology and research-based practices such as, but not limited to, the Daily5/Cafe and the AVID College Readiness System. <b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Purchase and sustain a variety of research-based software programs that focus on English Language Arts, Math and other content areas that allow for individualized instruction, acceleration and support.</li> <li>• Purchase resources that allow teachers to effectively deliver research-based instruction and support. Purchase resources that allow students to actively participate in research-based instruction and support.</li> </ul>	<p>Given that 50% or more of our students are below standard, all students will benefit from this strategy. Over all 4 subgroups will needed added focus: Hispanic, ELL, SED and SWD for being in red in ELA and MA.</p>
<p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries \$6800</p>	<p><b>STRATEGY:</b> Provide a multi-tiered system of support to all students</p> <ul style="list-style-type: none"> <li>• Provide 30 mins of small, group, designated daily ELD instruction to all ELL students and to those students in the urgent intervention range in ELA who could benefit from language development and support.</li> <li>• Utilize an ELL Coordinator to help with progress monitoring and support for the ELL students.</li> <li>• Provide Student Study Team (SST) support to students who need supports in academic, attendance and behavior.</li> <li>• Deliver Positive Behavior Interventions and Supports (PBIS) to all students, using a 3-tiered approach to intervention that includes a PBIS support team at each tier.</li> <li>• Continue GATE testing and offer acceleration opportunities for Gifted students</li> <li>• Utilize the AAIAC as an instructional coach for teachers so that all students have an equitable access to best, first instruction.</li> <li>• Utilize the district foster counselors to provide individual and small group support to all students who need it.</li> <li>• Utilize the DMSELPA Children's Center to provide counseling support to at risk students.</li> <li>• Collaborate with SPED teachers, parent and support</li> </ul>	<p>Given that 50% or more of our students are below standard, all students will benefit from this strategy. Over all 4 subgroups will needed added focus: Hispanic, ELL, SED and SWD for being in red in ELA and MA.</p>

	<p>providers to hold IEP meetings to address the progress and goals of our SPED students and to provide functional behavior assessment and support.</p> <ul style="list-style-type: none"> <li>• Hold 504 meetings as needed for students who do not qualify for SPED; but have unique needs that interfere with learning. Update plans annually.</li> <li>• Conduct home visits when parents are unable to be reached through phone, Class Dojo, email or text.</li> <li>• Utilize the data provided by our online intervention programs to offer individual and small group instruction based on student need.</li> </ul>	
<p>LCFF - Supp/Concentration 5800: Professional/Consulting Services and Operating Expenditures \$6000.00</p>	<p><b>STRATEGY:</b> Develop College and Career Readiness in all students <b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to explore college and careers through field trip experiences</li> <li>• Provide a college going culture that includes participation in the AVID College Readiness System</li> <li>• Participate in district college and career activities</li> <li>• Participate in Science Fair, Spelling Bee and other content specific events to give students opportunities for research and presentation of information to strengthen that area of the SBAC.</li> <li>• Hold a college and career week at school</li> </ul>	All students

### LCAP GOAL 3: Engagement

#### SPSA Goal 3: Engagement

Budget	Strategies/Activities	Student Group Served
<p>LCFF - Supp/Concentration 4000-4999: Books and Supplies \$7000.00</p> <p>LCFF - Supp/Concentration \$9059.00</p>	<p><b>STRATEGY:</b> Decrease suspensions by 5% <b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Partner with the student services department to provide a wellness center on campus that includes counseling support and an area where students can go to regulate their emotions.</li> <li>• Provide a calming area in the office for students to de-escalate their emotions</li> <li>• Use restorative practices to de-escalate conflict between students</li> <li>• Provide professional development on using Mindfulness in the classroom to all teachers.</li> <li>• Intentionally teach students mindful strategies</li> <li>• Conduct a mindful moment at the beginning of each day, after transitions and if needed to redirect student behavior</li> <li>• Utilize PBIS strategies, including teaching 3 school wide expectations, holding campus tours, reviewing the behavior matrix and offering intervention, mentoring and incentives to regulate behavior.</li> <li>• Hold award assemblies once a month that includes a focus on Pawesome behaviors.</li> <li>• Begin the Pawesome Literacy program where students who exhibit positive behavior expectations or improve their behavior are nominated for a Pawesome Award. Each award comes with a book to read as a way to support reading fluency. In the distance learning environment, hold</li> </ul>	<p>While we need to focus on all students in this area, our data shows there needs to be a more intentional focus on our Foster Youth, Students with Disabilities, Two or more races and White subgroups.</p>

	<p>a Pawesome video celebration every Friday morning and conduct home visits to give students their Pawesome awards</p> <ul style="list-style-type: none"> <li>• Develop student leadership skills by focusing on student goal setting and reflection.</li> <li>• When students have behavior concerns, meet with pertinent stakeholders including the student and the parent to create an individualized plan for supporting the student and improving the behaviors.</li> <li>• Provide after school supervision to ensure a safe departure from the campus.</li> </ul>	
<p>LCFF - Supp/Concentration 4000-4999: Books And Supplies \$1000.00</p>	<p><b>STRATEGY:</b> Increase attendance by 5%. <b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Conduct home visits on students identified with chronic absences</li> <li>• Keep parents informed of attendance information on Class Dojo and the school website.</li> <li>• Participate in the SARB Process</li> <li>• Provide incentives for perfect and improved attendance including monthly certificates, extra recess and positive notes and phone calls home.</li> <li>• Utilize attendance interventions such as SST meetings, Truancy officer visits, phone calls, attendance contracts, videos etc.</li> </ul>	<p>While we need to focus on all students in this area, our data shows there needs to be a more intentional focus on our African American, SWD, SED, Hispanic and Two or more races.</p>
<p>Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 4000-4999 Books and Supplies \$6000.00</p> <p>LCFF - Supp/Concentration 4000-4999: Books and Supplies \$1000</p>	<p><b>STRATEGY:</b> Increase Parent Involvement by 10% <b>ACTIVITIES:</b></p> <ul style="list-style-type: none"> <li>• Hold monthly Coffee with the Principal Meetings via Zoom while in Distance Learning and through Zoom and in person once the pandemic restrictions have been lifted.</li> <li>• Hold Monthly ELAC meetings</li> <li>• Hold SSC meetings every other month</li> <li>• Provide Spanish Interpretation at all committee meetings</li> <li>• Provide sign language interpretation for families with a need during parent meetings/provide written translation of presentations.</li> <li>• Partner with PTA to provide enrichment, support and resources to students and parents</li> <li>• Host parent networking opportunities where parents can come together and talk about topics of interest.</li> <li>• Utilize social media, Class Dojo, email, Peach Jar, the school website, Google Voice and In Touch Calling as a way to communicate with parents on a regular basis.</li> <li>• Encourage parents to participate in school decision making through the use of polls, surveys and padlets</li> <li>• Sustain the Pawesome Parent Pizza Award Program</li> <li>• Host family events such as Science Night, Young Authors, Harvest Festival, Movie Nights</li> </ul>	<p>All Students</p>

LCAP GOAL 1: Pupil Outcomes		
SPSA Goal 4: ELL Outcomes		
Budget	Strategies/Activities	Student Group Served
Funds allocated in Pupil Outcomes Goal 2	STRATEGY: Increase the proficiency of English Language Learners by 5% in ELA, MA and SCI as evidenced by the CAASP testing, STAR, District Benchmarks and ELPAC.	ELL Subgroup

**ACTIVITIES:**

- Provide 30 minutes of dedicated ELD small group instruction every day.
- Provide tutoring to ELD students
- Utilize ELLEVATION to progress monitor ELL students.
- Deliver targeted instruction based on student need as identified by LEXIA, NEXTGEN, IXL, and Footsteps to Brilliance.
- Utilize the EL component of Footsteps to Brilliance to provide online instruction.
- Review data for ELL learners after each benchmark and make adjustments accordingly.

**STRATEGY:** Increase the number of reclassified English Language Learners by 5%, with a goal of reclassification being 3-5 years from program entry.

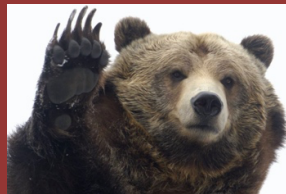
**ACTIVITY:**

- Utilize the ELL coordinator to assess students, progress monitor and provide support for teachers.
- Review data for ELL learners after each benchmark
- Hold regular ELAC meetings to discuss the ELL instructional program, progress monitoring and reclassification and goals and objectives.
- Start an ELL Club for the students so they can focus on their goals and work together to increase fluency.

**We want to increase student achievement in ELA and MA by 5%, language fluency by 5%, parent involvement by 10%**

**We want to decrease suspensions by 5%, chronic absenteeism by 5%**

**We want to maintain our focus on teaching and learning**



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