



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Lois E. Borchardt Elementary
Address	375 Culbertson Drive Lodi, CA 95242
County-District-School (CDS) Code	39685850100560
Principal	Jamie Jean Moso
District Name	Lodi Unified School District
SPSA Revision Date	05/03/2022
Schoolsite Council (SSC) Approval Date	05/03/2022
Local Board Approval Date	06/14/2022

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our goal is to ensure the academic, emotional, and social success of all students.

The Lois E. Borchardt Elementary School Staff works to make this school the “Best School in the World.” We want this school to be a safe environment for children and adults to learn and grow. Parents are an important part of what happens on our campus. They are lifelong teachers and advocates for their children. Staff looks for parents to be supportive, involved, and informed. This can best occur if the communication between staff and parents is current and effective. All members of the Lois E. Borchardt Elementary School Staff are lifelong teachers, learners, and mentors. Each adult is a positive, enthusiastic, caring individual, with team spirit.

The curriculum is just one piece that holds all of us together. Our curriculum is driven by District Standards. Our goal is for Borchardt students to be critical thinkers, problem solvers, readers, and responsible citizens. All of our students are given the opportunity to enhance their learning and social skills by mainstreaming into the general education classroom setting; or by clustering by ability level. Staff continues to be involved with trainings that support best teaching strategies. Our school also works to ensure parents understand the curriculum being used and teaching strategies being employed.

At Lois E. Borchardt Elementary School we believe in creating an environment in which laughter abounds, risk takers feel safe, and respect for all runs rampant. We believe the educational atmosphere necessary for these things to occur requires the highest of standards. It is our goal to foster confident, caring, and productive individuals who strive for their personal best in all they do.

School Motto: We Work Hard...and We Play Hard!
We Can...We Will Succeed! Ohhhh... YES!

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 School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students and support our mission and vision. California Education Codes sections 41507, 41572, and 64002 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.

School Profile

The Lois E. Borchardt School Community is made up of the following Student populations:

- 758 Total enrollment
- 73% Socioeconomically Disadvantaged
- 50% Male
- 50% Female
- 29% English Learners
- 14% Students with Disabilities
- 55% Hispanic
- 21% Asian

17% White
1% African American
6% Other

Lois E. Borchardt Elementary is located in the suburbs of Lodi California, between the heart of Lodi and the urban belt of Stockton. Borchardt was established in 2004 and quickly established itself as a distinguished school of outstanding educators and a learning community that works together to help students reach their goals. Our "team" philosophy includes an outstanding relationship with site groups including the Borchardt Bears Parent-Teacher Club, our English Language Advisory Committee, the School Site Council (SSC), and our sophisticated and innovative faculty Leadership Committee. We focus our instruction on grade level standards developed by the state of California, and refined by the Lodi Unified School District leaders and approved by the local Board of Education. We've recently established our "34 to Soar" and the following core values; Borchardt Bears will be SAFE, be RESPECTFUL, and be RESPONSIBLE!! To to Borchardt...Go to college. We have an outstanding record of being one of the top schools in the district for students reading by 3rd grade, attendance, and positive behavior. We are located at 375 Culbertson Drive, Lodi, CA 95240. Please call (209) 331-8212 for more information.

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

Stakeholders involved in the SPSA annual review and update are as follows:

- Borchardt Staff: ongoing during Leadership and Staff Meetings spring 20-21 and fall 21-22
- School Site Council February 3, 2022
- School Site Council May 3, 2022

On February 3, 2022 School Site Council met to review program evaluation and provide input on possible goals and actions for 2022 - 2023. On May 3, 2022, the School Site Council met to discuss the annual review of goals, planned improvements of goals, and the proposed 2022-2023 Title 1 Budget.. The team provided input on how to improve student achievement at Lois E.Borchardt. The School Site Council committee and the Leadership Committee worked with Principal Moso to create Title 1 priorities for the 2022 - 2023 school year.

Resource Inequities

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

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 1

By May 2022, Lois E. Borchardt will increase the percentage of students who meet or exceed standards on ELA CAASPP by 7%.
 Grades 2-6 will increase Reading Lexile meet or exceed standards by 3%.
 Grades K-2 will increase DIBELS meet or exceed standards by 3%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA CAASPP	Increase meet or exceed standards by 10% to 44% in 2021-2022	Data update not available due to changes in School Plan approval timelines.
k-2 DIBELS	Increase DIBELS meet or exceed standards by 3%	On track to meet DIBELS 2020-2021 baseling met or exceed standards. EOY 2020 - 2021 Baseline was Overall % met/exceeded standard = 57%. MOY 2021-2022 Actual Overall % met/exceeded standard is 51%. Since this is comparing EOY to MOY we are on track to meeting standards.
Reading Lexiles	2021-2022 increase Reading Lexile meet or exceed standards by 3%	Since this is comparing EOY to MOY we are on track to meeting standards. 2020 - 2021 EOY Proficient or Advanced 2 50% 3 46% 4 51% 5 40% 6 52% 2021 -2022 MOY Proficient or Advanced 2 37% 3 43% 4 43 % 5 43% 6 48%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Provide Reading Intervention for grades K-6 and utilize SIPPS as a	These actions were almost fully implemented with the	Timecard teachers to plan, collaborate, and observe other teachers.	Timecard teachers to plan, collaborate, and observe other teachers.

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>supplemental reading program to support intervention/differentiation in grades K-3.</p> <ul style="list-style-type: none"> • Read180/System44 Grades 4-6 • System44 Stand Alone Grade 3 • Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS) Grades K-3 	<p>exception of 5-6 grade Read 180/System 44.</p>	<p>1120 Teacher Temp Title I 4300</p>	<p>1120 Teacher Temp Title I 4300</p>
		<p>3000 Benefits Title I 1009</p>	<p>3000 Benefits Title I 1009</p>
<p>2. Pay teachers and Certificated staff to: provide supplemental interventions during after/before school, intersession, and summer. Provide additional Adult Support for grades K-2, organize and run programs for social emotional needs and PBIS, and support communication between teachers and parents with translations for grades K-6.</p> <ul style="list-style-type: none"> • Reading Support • Math Support • Social Emotional Learning/Support • Flexible Groupings • Translations for Parent/Teacher Conferences, Back-to-School-Night, SST's, IEP's, etc. <p>ELA, Math & EL Goal</p>	<p>Action(s) implemented as planned.</p>	<p>Timecards (10,000 without benefits) (benefits) before & after school Intervention 1120 Teacher Temp Title I 5000</p>	<p>Timecards (10,000 without benefits) (benefits) before & after school Intervention 1120 Teacher Temp Title I 5000</p>
		<p>To pay bilingual paraeducator for translations 2120 Para Temp Title I 3000</p>	<p>To pay bilingual paraeducator for translations 2120 Para Temp Title I 3000</p>
		<p>To pay for additional adult support PAAS 1950 Other Cert Subs Title I 4000</p>	<p>To pay for additional adult support PAAS 1950 Other Cert Subs Title I 4000</p>
		<p>Benefits for time cards 3000 Benefits Title I 4770</p>	<p>Benefits for time cards 3000 Benefits Title I 4770</p>
<p>3. Academic Conferences & Experts in Action</p> <ul style="list-style-type: none"> • Teachers and administrators 	<p>Action(s) implemented during assessment collaboration days. Academic Conferences</p>	<p>Substitutes for spring Academic Conferences \$9,000 without benefits</p>	<p>Substitutes for spring Academic Conferences \$9,000 without benefits</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>will attend Academic Conferences with their grade level Team</p> <ul style="list-style-type: none"> Analyze Data Vertical grade level articulation Choose Focal Students Set Reclassification Goal and choose EL Focal students Discuss students who are in need of Student Success Team Meetings Plan classroom interventions & supports Plan Journeys ELD Lessons Plan Journeys ELA Lessons Review and plan ELD Assessments Observe teachers delivering high quality ELA & ELD lessons Observe highly engaging teaching strategies for all learners <p>ELA, Math, & EL goal</p>	<p>were cancelled due to substitute shortage.</p>	<p>1150 Teacher Sub Title I 13000</p>	<p>1150 Teacher Sub Title I 13000</p>
		<p>Benefits for Teacher sub 3000 Benefits Title I 1400</p>	<p>Benefits for Teacher sub 3000 Benefits Title I 1400</p>
<p>4. Mental Health Services on campus to provide additional support for "high risk" students. Borchardt pays for 4 hours per month for a total of \$11,096</p> <p>ELA & Math Goal</p>	<p>Action(s) implemented as planned.</p>	<p>Mental Health will be on campus two/three days a week to provide additional support for "high risk" students. 5800 Prof and Operating/Consultants Title I 11,096</p>	<p>Mental Health will be on campus two/three days a week to provide additional support for "high risk" students. 5800 Prof and Operating/Consultants Title I 11096</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>5. Professional Development</p> <ul style="list-style-type: none"> Ron Clark Academy Atlanta - Active Engagement Strategies, Attendance Improvement & PBIS "Get Your Teach On" - Active Engagement Strategies Music Classroom Management & Engagement Step Up to Writing SIPPS Making Meaning <p>ELA, Math, & PD Goal</p>	<p>Action(s) implemented as planned.</p>	<p>"Get Your Teach On", RCA Level -Up & Premier Ron Clark, Kim Beardon, and Michael Bonner Virtual PD 5220 Conference Title I 25,700</p> <p>Music PD Classroom Management and active student engagement 5875 Technology Licenses Title I 700</p> <p>Step Up to Writing Consultant - PD for teachers and Para educators 5875 Technology Licenses Title I 12921</p> <p>Making Meaning PD, CORE consultant support with SIPPS Beginning, Extension, Challenge, and Plus. 5800 Prof and Operating/Consultants Title I 5472</p>	<p>"Get Your Teach On", RCA Academy live conferences. 5220 Conference Title I 25,700</p> <p>Music PD Classroom Management and active student engagement 5875 Technology Licenses Title I 700</p> <p>Step Up to Writing Consultant - PD for teachers and Para educators 5875 Technology Licenses Title I 12921</p> <p>Making Meaning PD, CORE consultant support with SIPPS Beginning, Extension, Challenge, and Plus. 5800 Prof and Operating/Consultants Title I 5472</p>
<p>6. AVID Full Implementation for ELA & Math</p> <ul style="list-style-type: none"> Implementation of AVID Elementary strategies Purchase materials that support implementation of AVID objectives <p>including binders, folders, notebooks, other student supplies, and hole punched paper</p> <ul style="list-style-type: none"> Planners Promotion of a college-going culture Ink and Risos for copies to 	<p>Action(s) implemented as planned.</p>	<p>Order student AVID supplies 4300 Materials Title I 19,400</p> <p>AVID Planners 4300 Materials Title I 21,350</p> <p>Purchase copy paper with holes to support AVID implementation 4328 Warehouse Supplies Title I 4,000</p>	<p>Order student AVID supplies 4300 Materials Title I 19,400</p> <p>AVID Planners 4300 Materials Title I 21,350</p> <p>Purchase copy paper with holes to support AVID Implementation 4328 Warehouse Supplies Title I 4,000</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>support AVID lessons</p> <p>ELA & Math Goal</p>			
<p>7. Purchase additional SIPPS Challenge and Plus materials, leveled readers, chapter book to support differentiated reading practice and our Reading Counts program. Purchase supplemental reading programs to support vocabulary, comprehension, decoding, fluency, and the integration of fictional reading (science) for all learners.</p>	<p>Action(s) implemented as planned.</p>	<p>Purchase Scholastic Newspapers with Science Spin 4300 Materials Title I 4,200</p> <p>Additional student reading materials to support fluency (graphic novels, leveled readers, chapter books) 4200 Books Title I 15,000</p> <p>Purchase additional student reading materials to support reading fluency. (SIPPS Challenge, SIPPS Trade Books, leveled readers, chapter books) 4200 Books Title I 25,000</p> <p>Purchase additional student reading materials to support reading fluency. (SIPPS Challenge, SIPPS Trade Books, leveled readers, chapter books) 4300 Materials Title I 0</p>	<p>Purchase Scholastic Newspapers with Science Spin 4300 Materials Title I 4,200</p> <p>Additional student reading materials to support fluency (graphic novels, leveled readers, chapter books) 4200 Books Title I 15,000</p> <p>Purchase additional student reading materials to support reading fluency. (SIPPS Challenge, SIPPS Trade Books, leveled readers, chapter books) 4200 Books Title I 25,000</p> <p>Purchase additional student reading materials to support reading fluency. (SIPPS Challenge, SIPPS Trade Books, leveled readers, chapter books) 4300 Materials Title I 0</p>
<p>8. Provide Positive Behavior Intervention</p> <ul style="list-style-type: none"> • Continue positive student acknowledgments • Continue consistent positive behavior management • Continue Kindness Crew • Assemblies for Anti-Bullying/Lifeskills and social emotional 	<p>Action(s) implemented as planned.</p>	<p>Four Character Building/Anti Bullying/Social Emotional Health Assemblies & Family Engagement STEAM night 5800 Prof and Operating/Consultants Title I 6853</p>	<p>four Character Building/Anti Bullying/Social Emotional Health Assemblies * & Family Engagement STEAM night. 5800 Prof and Operating/Consultants Title I 6853</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>health: Wacky Science, Prismatic Magic, Zona Dance Kids</p> <ul style="list-style-type: none"> School-wide positive environment and safety Committee to write inspirational messages around school Family Engagement <p>ELA & Math</p>			
<p>9. Technology for ELA, Math, Science, & Social Studies, STEAM</p> <ul style="list-style-type: none"> Purchase technology equipment to support delivery of ELA, Math, Science, & Social Studies curriculum (Communication radios, charging stations, Aver Cameras, laptops, Promethean Boards, STEAM/ STEM) <p>ELA & Math Goal</p>	<p>Action(s) implemented as planned.</p>	<p>Purchase Technology items 4475 Technology (\$500-\$9,999) Title I 17,679</p> <p>Promethean Boards 4400 Equipment (\$500-\$9,999) Title I 8,000</p> <p>STEM/STEAM 4300 Materials Title I 19,700</p>	<p>Purchase Technology items 4475 Technology (\$500-\$9,999) Title I 17,679</p> <p>Promethean Panels 4400 Equipment (\$500-\$9,999) Title I 8,000</p> <p>STEM/STEAM 4300 Materials Title I 19,700</p>
<p>10. Speech intervention offered to general education students who have mild speech errors that are not a result of bilingual differences in attempt to remediate mild issues prior to considering Special education</p>	<p>Action(s) implemented as planned.</p>	<p>Speech improvement plan LCFF 0</p>	<p>Speech improvement plan LCFF 0</p>
<p>11. Support the BRIDGE Program</p>	<p>Action(s) implemented as planned.</p>	<p>After School Intervention ASES Fund LCFF 0</p>	<p>After School Intervention ASES Fund LCFF 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Continue implementation of the AVID Program and support BRIDGE Programs Share Classrooms Attend Parent Nights ELA, Math, & Parent Involvement Goal			
12, Enhance students' learning through Study Trips <ul style="list-style-type: none"> Schedule Study Trips On Campus Study Trips (Dairy Council, Wow Museum, Serpentarium) Assemblies Organize Fund Raisers 	Action(s) implemented as planned.	On/Off Campus field or study trip experiences. 5872 Field Trips Title I 15,000	On/Off Campus field or study trip experiences. 5872 Field Trips Title I 15,000

Analysis

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

In English Language Arts, Borchardt school's overall implementation of strategies or activities was successful because at this reporting time period (MOY) Borchardt school has meet most/all of the articulated goals. Since our Title 1 approval time line was changed, Borchardt School is on target for meeting all (EOY) goals.

For grades K-2 Borchardt students had an increase in proficient on DIBELS. Our 2nd - 6th grade students showed an improvement of a 7% increase of students proficient on Reading Inventory. The following actions/services were not fully implemented due to the impacts and effects of COVID 19, lack of staff, and protocols of no parents on campus: in-door assemblies, parent nights, and in-door fundraisers were not implemented due to the effects of COVID 19 on the school sites.

READ 180/System 44 was not provided to 6th grade students.

Our kindergartners, first graders, and 6th graders made the most gains. Our K-3 sub-groups saw growth that was expected due to our implementation of SIPPS. Of our Low Income students, 48% were proficient. Of our English Learners, 43% were proficient. Students in our sub groups will benefit from a systematic approach to teaching reading using an evidence based supplemental program. We now have baseline data and we will be able to capture the effectiveness of these actions.

Teachers did attend "Get your Teach On" and provided on-site teacher development for those who did not attend. Seven teachers are slated to attend RCA in May 2022, however due to substitute teacher shortages, this may be cancelled. We were able to continue the social emotional health strategies this school year. Our school Counselor and Mental Health Clinician continue to check in, in person, with our students and make good use of our adopted Social Emotional Health curriculum.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

After analyzing the Borchardt data points, our site's plan was effective. K-3 students overall were 50% proficient or advanced at MOY on the DIBELS. The End of the Year goals was 60% proficient or advanced. We are well on target for this goal. The 2-6 grade students were 59% proficient or advanced on the Reading Inventory. The 2021-2022 goal was 50%. Due to a change in the Title 1 approval timelines, the CAASPP assessment had not been completed at the time this program evaluation was written. We did not have CAASPP data to report.

Overall, the strategies were extremely effective, especially utilizing our intervention supports by supporting our neediest K-3 students, providing universal access daily in the k-3 classrooms, providing professional development in the area of early literacy and purchasing a supplemental curriculum and implemented it systematically. The implementation of Academic Conferences was another action that helped systematize instructions and ultimately impact student achievement.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Borchardt, we set a threshold of \$13,500 for material differences. For this ELA goal, there were no actions that had a material difference of \$13,500.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. We will develop in our craft of teaching literacy skills. We will provide additional professional development in early literacy using the Multi-Tiered Systems of Support framework. The implementation of an evidenced based supplemental reading program for all students k-3 will give continued and targeted support for our sub groups of students. In addition to supporting our 4-6 grade students, supplemental reading support FTE's will provide additional reading intervention support. We are increasing intervention supports through 1 additional FTE Reading Intervention teacher and a .5 FTE additional Reading Intervention teachers. These additional support staff will provide SIPPS Beginning, Extension, Challenge, and Plus supports K-6. A 7 hour Americorp teacher will be added to support 4-6 math. We will also be adding a 6th grade Read180/System 44 teacher. This will extend this reading program provided to strategic students in 4-6 grades.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

By May 2021, Lois E. Borchardt will increase the percentage of students who meet or exceed standards on Math CAASPP by 7%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math Benchmarks	Increase All Students percent meeting/exceeding by 4% to 75% for All Students.	Increase in all Students percent meeting/exceeding by 4% to 75% for all Students.
CAASPP	Increase percent meeting/exceeding by 7% from 42% to 49%.	Data update not available due to changes in School Plan approval timelines.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>1. Pay teachers and Certificated staff to: provide before/after school intervention, provide additional Adult Support for grades K-2, organize and run programs for social emotional needs and PBIS, and support communication between teachers and parents with translations for grades K-6.</p> <ul style="list-style-type: none"> • Reading Support • Math Support • Social Emotional Learning/Support • Flexible Groupings • Translations for: Parent Teacher Conferences, Back to School 	Action(s) implemented as planned.	See ELA Goal 1 Activity 2 Title I 0	See ELA Goal 1 Activity 2 Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Night, SSTs, IEPs, etc. ELA, Math, & EL goal			
<p>3. Academic Conferences & Experts in Action</p> <ul style="list-style-type: none"> • Teachers and administrators will attend Academic Conferences with their grade level Team • Analyze Data • Vertical grade level articulation • Choose Focal Students • Set Reclassification Goal and choose EL Focal students • Discuss students who are in need of Student Success Team Meetings • Plan intervention strategies for daily UA supports • Plan Journeys ELD Lessons • Plan Journeys ELA Lessons • Review and plan ELD Assessments • Observe teachers delivering high quality ELA & ELD lessons • Observe highly engaging teaching strategies for all learners <p>37 substitutes @ \$245/day \$9,065</p>	<p>Action(s) implemented during assessment collaboration days. Academic Conferences were cancelled due to substitute shortage.</p>	<p>See ELA Goal 1 Activity 3 Title I 0</p>	<p>See ELA Goal 1 Activity 3 Title I 0</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA & Math Goal			
<p>4. Mental Health Services on campus to provide additional support for "high risk" students. Borchardt pays for 4 hours of Point Quest per month = \$11,096</p> <p>ELA & Math Goal</p>	Action(s) implemented as planned.	See ELA Goal 1 Activity 4 Title I 0	See ELA Goal 1 Activity 4 Title I 0
<p>5. Professional Development</p> <ul style="list-style-type: none"> • Ron Clark Academy Atlanta - Active Engagement Strategies, Attendance Improvement & PBIS • "Get Your Teach On" - Active Engagement Strategies • Music Classroom management & Engagement • Step Up to Writing • SIPPS • Making Meaning <p>ELA, Math, & PD Goal</p>	Action(s) implemented as planned.	See ELA Goal 1 Activity 5 5220 Conference Title I 0	See ELA Goal 1 Activity 5 5220 Conference Title I 0
<p>6. AVID Full Implementation for ELA & Math</p> <ul style="list-style-type: none"> • Implementation of AVID Elementary strategies • Purchase materials that support implementation of AVID objectives 	Action(s) implemented as planned.	See ELA Goal 1 Activity 6 Title I 0	See ELA Goal 1 Activity 6 Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>including binders, folders, notebooks, other student supplies, and hole punched paper</p> <ul style="list-style-type: none"> • Planners • Promotion of a college-going culture • Ink and Risos for copies to support AVID lessons <p>ELA & Math Goal</p>			
<p>7. Provide Positive Behavior Intervention</p> <ul style="list-style-type: none"> • Continue positive student acknowledgments • Continue consistent positive behavior management • Continue Kindness Crew • Assemblies for Anti-Bullying/Lifeskills and social emotional health • School-wide positive environment and safety • Committee to write inspirational messages around school • Family Engagement <p>ELA & Math Goal</p>		See ELA Goal 1 Activity 8 Title I 0	See ELA Goal 1 Activity 8 Title I 0
<p>8. Support the BRIDGE Program</p> <ul style="list-style-type: none"> • Continue implementation of the AVID Program and support 	Action(s) implemented as planned.	See ELA Goal 1 Activity 11 LCFF 0	See ELA Goal 1 Activity 11 LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
BRIDGE Programs <ul style="list-style-type: none"> • Share Classrooms • Attend Parent Nights ELA, Math, & Parent Involvement Goal ELA & Math			
9. Enhance students' learning through Study Trips <ul style="list-style-type: none"> • Schedule Study Trips • Organize Fund Raisers PTA Funds Study trips. ELA, Math, & Science	Action(s) implemented as planned.	PTA funds Study trips See ELA Goal 1 Action 12 5872 Field Trips 0	PTA funds Study Trips. See ELA Goal 1 Action 12 5872 Field Trips 0
Purchase supplemental math materials.	Action(s) implemented as planned.	Supplemental materials for math. 4300 Materials Title I 1,000	Supplemental materials for math. 4300 Materials Title I 1,000

Analysis

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

The overall implementation of Borchardt's planned strategies went well for quarters 1-3. We were able to implement all of the strategies. Our March 2022 Academic Conferences did not take place due to a substitute shortage.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our strategies implemented were not effective in supporting academic growth for our sixth grade students. Our 2020-2021 math benchmarks for 3rd-5th grade were optional so there is no benchmark comparison data for these grades. Our 2020-2021 Math benchmarks for 6th grade students comparison data shows a decrease of met or exceeds standards in math scores of 7%. The 2021-2022 CAASPP Goal was to increase percent meeting/exceeding by 7% from 42% to 49%. Due to a change in the Title 1 approval timelines, the CAASPP assessment had not been completed at the time of this program evaluation was written. We did not have data to report.

Overall, the strategies were effective. Providing teachers professional development and providing students with afterschool math intervention which increased student achievement due to distance learning and COVID-19 school closer learning loss.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Borchardt, we set a threshold of \$13,500 for material differences. For these math goals, there were no actions that had a material difference of \$13,500.

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.

After careful analysis, we need to continue the strategies that are outlined in the plan. In addition, we need to develop in our craft of teaching math skills. We will provide additional professional development in math and STEM/STEAM. Additional improvements and strategies will include the Multi-Tiered Systems of Support framework. In addition to supporting our 4-6 grade students, supplemental math support will be provided through two, 7 hour AmeriCorps teachers. A supplemental math program Math for Today Common Core Action 2 supports all grades.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By May 2022, Borchardt will reclassify 18% of our English Learners (40 English Learners).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification criteria	<ul style="list-style-type: none"> 2021- 2022 Reclassify 10% of our 224 English Language Learners (12 students).	Due to the changes in the title 1 approval process, Borchardt school is not on track to meet the EOY goal of 10% or 22 EL students K-6th grades. The criteria measured will be ELPAC scores, report card scores, and RI scores. At MOY we have reclassified 4% = to 8 students.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Academic Conferences & Experts in Action <ul style="list-style-type: none"> Teachers and administrators will attend Academic Conferences with their grade level Team Analyze Data Choose Focal Students Set Reclassification Goal and choose EL Focal students Discuss students who are in need of Student Success Team Meetings Plan Journeys ELD Lessons Plan Journeys ELA Lessons Review and plan ELD Assessments 	Actions implemented as planned.	See ELA Goal 1 Activity 3 See Math Goal 2 Activity 3 Title I 0	See ELA Goal 1 Activity 3 See Math Goal 2 Activity 3 Title I 0
		District Coaches support ELD lesson delivery LCFF 0	istrict Coaches support ELD lesson delivery LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Observe teachers delivering high quality ELA & ELD lessons Observe highly engaging teaching strategies for all learners <p>37 substitutes teachers @ \$245/day = \$9,065</p> <p>ELA, Math, & EL goal</p>			
<p>2. Technology – Rosetta Stone</p> <ul style="list-style-type: none"> Utilize technology through the use of 1:1 Chromebooks to assist in the delivery of ELD instruction Rosetta Stone 	<p>Actions implemented as planned.</p>	<p>Rosetta Stone Program Title III 0</p>	<p>Rosetta Stone Program Title III</p>
<p>3. ELD Instruction</p> <ul style="list-style-type: none"> Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks 1st-6th Teach 30 minutes Designated ELD five days a week Read180 instruction (Goal 1 Action 1) Additional adult support for K-2 reading (Goal 1 Action 2) Kindergarten Teach 20 minutes Designated ELD 	<p>Actions implemented as planned.</p>	<p>Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks LCFF 0</p>	<p>Para-educators push into classrooms to support English Learners during ELA and/or Math Blocks LCFF</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
five days a week <ul style="list-style-type: none"> • Support EL Learners five days a week with Para-educators • Attend District Staff Development on Integrated ELD lessons • Utilize District ELA coaches for support with ELD lessons 			

Analysis

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

Our overall implementation of planned strategies went well for quarters 1-3, however we have fallen short of our goal of reclassifying 10% of 224 students. Eight or 4% of our EL's have been reclassified as of (MOY) reclassified. ELPAC testing was a success with 100% of our EL's being assessed. All EL students received push-in supports from any of our five EL Paraeducators. Borchardt teachers met in their grade level teams to plan journeys ELD Lessons. Kindergarten through sixth grade teachers had release days to observe coach modeling of high quality ELA & ELD lessons. ELD Paraeducators push into classrooms to support English Learners during the school day. Kindergarten through sixth grade teachers provide designated ELD five days a week. We were able to continue the social emotional health strategies this school year. Our school counselor and Mental Health Clinician continued to check in with our students and utilized our adopted SEL curriculum, Caring School Community.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

This year's overall implementation of our strategies are working well. 30 minutes of ELD daily, Read180/System 44, and SIPPS supported the reclassification of our students.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Borchardt, we set a threshold of \$13,500 for material differences. For these math goals, there were no actions that had a material difference of \$13,500.

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.

Changes to the 2021-2022 EL Goal:
 Additional 30 minutes daily of ELD will be administered outside of Read180/System 44.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

By May 2022, Borchardt will increase Parent Involvement by 3%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Survey	80% "Agree/Strongly Agree" rating from parents.	Overall our implementation of planned strategies went well for quarters 1-3. We were able to complete our BTSN via Zoom. We are able to complete Open House in person. Due to COVID-19 and the protocols for no parents/volunteers on campus, in person parent involvement opportunities did not include parents. In the Parent Climate and LCAP Survey, 43% of Parents noted "Agree/Strongly Agree" with Borcharding providing opportunities for involvement and decisions about the school. During the school year we continue to hold Scholastic Book Fair, Veterans' Day Celebration, SSC, ELAC, and PTA meetings in small groups with no students.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
1. Support Parent Involvement and provide Parent Education <ul style="list-style-type: none"> Monthly newsletter for families of important dates, events, information Provide Parent Education in English by offering "Jump into English" classes at Borchardt 	Actions implemented as planned.	Jump into English Part 3 of classes 5875 Technology Licenses Title I: Parent Involvement 2100	Jump into English Part 3 of classes 5800 Prof and Operating/Consultants Title I: Parent Involvement 3,768
		Jump into English Part 1 & 2 District paid Title III 0	Jump into English Part 1 & 2 Title III
		Light Refreshments for parent meetings 4325 Food For Meetings Title I: Parent Involvement 225	Light Refreshments for parent meetings 4325 Food For Meetings Title I: Parent Involvement 225

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> • Purchase materials needed to support "Jump into English" • Back to School Night • Open House • School Site Council • ELAC • PTA • Parent STEAM Night • Lunch with Loved Ones • Parent Volunteers • Parent/Teacher Conferences • Parenting Partners • Support Finger Printing Process • Provide light refreshments for parents during meetings to help increase attendance 			
<p>3. Provide Parent Handbooks, fliers, newsletters, and information about upcoming events, provide parents with parent informational materials. Copy items at District Print Shop</p>	<p>Actions implemented as planned.</p>	<p>Parent Reference Materials 4200 Books Title I: Parent Involvement 914</p>	<p>Reference Materials 4200 Books Title I 914</p>
		<p>Parent Handbooks and fliers LCFF 0</p>	<p>Parent Handbooks and fliers LCFF</p>
<p>PI 4.3 Light refreshments Provide light refreshments for parents attending events, ELAC meetings and RFEP celebrations.</p>	<p>Actions implemented as planned.</p>	<p>light refreshments 4325 Food For Meetings Title I: Parent Involvement 228</p>	<p>light refreshments 4325 Food For Meetings Title I 228</p>
<p>PI 4.5 School webpage design and updates</p>	<p>Actions implemented as planned.</p>	<p>time card - for staff to keep the school webpage updated for</p>	<p>time card - for staff to keep the school webpage updated for</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		parent information. 1120 Teacher Temp Title I: Parent Involvement 700	parent information. 1120 Teacher Temp Title I: Parent Involvement 700
		benefits 3000 Benefits Title I: Parent Involvement 163	benefits 3000 Benefits Title I: Parent Involvement 163

Analysis

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

Our overall implementation of planned strategies went well for quarters 1-3. We were able to complete our BTSN via Zoom. We are able to complete Open House in person. Due to COVID-19 and the protocols for no parents/volunteers on campus, in person parent involvement opportunities did not include parents. We did continue to hold Scholastic Book Fair, Veteran's Day Celebration, SSC, ELAC, and PTA meetings in small groups with no students

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Due to COVID-19 and the protocols for no parents/volunteers on campus, in person parent involvement opportunities did not include parents through 3rd quarter. For 4th quarter parents strongly supported in-person kindergarten and 6th grade promotions, and in person Open House.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Lois E. Borchardt Elementary had an increase in parent involvement activity from the 2020-2021 school year. Our goal was to increase parent involvement attendance by 25%. This was measured by sign in sheets provided to parents and attendance sheets compiled by teachers. We met our goal of a 25% increase in participation.

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.

Borchardt has purchased a parent resource book on social and emotional skills to support parent involvement and parent education. This can be found in goal 4 action 3 of the proposed goals for 2022-2023.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 5

All Borchardt Teachers, Administrators, and staff will participate in high quality on-going professional development to improve instruction, increase student engagement, and rigor as well support students to reach proficiency on Common Core Standards.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP Scores	Increase 10% to 44% in 2021-2022	CAASPP data update not available due to changes in the Title 1 approval timeline.
CAASPP Scores	Increase percent meeting/exceeding by 7% from 42% to 49%.	CAASPP data update not available due to changes in the Title 1 approval timeline.

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development for ELA & Math: Academic Conferences & Experts in Action <ul style="list-style-type: none"> • Teachers and administrators will attend Academic Conferences with their grade level Team • Analyze Data • Choose Focal Students • Set Reclassification Goal and choose EL Focal students • Hold Student Success Team Meetings (SST) • Plan Journeys ELD Lessons • Plan Journeys Lessons • Review and plan ELD Assessments 	Action(s) implemented as planned. Academic Conferences were held during assessment collaboration days. Academic Conferences were cancelled due to substitute shortage.	Attend Academic Conferences See ELA Goal 1 Activity 3 5220 Conference Title I 3000	Attend Academic Conferences See ELA Goal 1 Activity 3 5220 Conference Title I 3000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<ul style="list-style-type: none"> Observe teachers delivering high quality ELA & ELD lessons Observe highly engaging teaching strategies for all learners <p>ELA, Math, & Professional Development goal</p>			
2. Attend District offered professional development and Staff Meetings	Actions implemented as planned.	Attend District offered PD LCFF 0	Attend District offered PD LCFF

Analysis

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

Overall professional development implementation went well as we were able to attend one of the two planned opportunities.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The overall effectiveness of our Academic Conferences is high as it supports PBIS, student engagement, and increased reading scores. Teachers attended "Get your Teach On" and brought fun and engaging strategies back to Borchardt with they shared with the teaching staff during an on campus staff development. The RCA professional development opportunity is pending due to a shortage of substitute teachers to cover teachers absences. SIPPS PD's were provided two times this school year with in-person coach modeling and teacher release time to observe. SIPPS coaching will be provided two additional times during 4th quarter.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

At Lois E. Borchardt we set a threshold of \$1,430 for material differences. For this goal, there were no actions that had a material difference.

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.

Teachers, Administrators, and staff will continue to participate in high quality on-going professional development with CORE and SIPPS coaching to improve instruction, increase student engagement and rigor, as well as support students to reach proficiency on Common Core Standards and support our district's goal of all students reading by 3rd grade. Increased small group student interventions will be provided for all kindergarten through third grade students with systematic instruction in phonological awareness, phonics, and sight words. Far Below Basic and Below Basic fourth through sixth grade students will receive systematic instruction in phonological awareness, phonics, and sight words. These changes will be measured with Reading Inventory, SIPPS Placements tests, and fluency assessments. These changes can be found in ELA Goal 1 Activity 1 and Goal 5, Activity 1.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal 1- English/Language Arts

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Lois E. Borchardt Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

K-2 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd- 6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

This goal is based on disaggregated data from 2020-2021 universal measures DIBELS, Reading Inventory and CAASPP data.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Dibels K-2	2021 - 2022 47% of K-2 grade students scored proficient on DIBELS MOY.	52% of K-2 students will be proficient on DIBELS EOY assessment for 2022-2023
2021-2022 ELA Smarter Balanced Assessment Results	2020-2021 34% of 3rd-6th grade students scored Met or Exceeded standard on ELA Smarter Balanced Assessment.	39% of 3rd-6th grade students will score Met or Exceeded standard on the ELA Smarter Balanced Assessment.
iReady ELA 3-6	Baseline will be established in 2022-2023 school year	50% of 3-6 grade students will be Proficient on the iReady Universal Screener.
Reading Inventory	2021 - 2022 41% of 2-6 grade students were Proficient or Advanced on the Reading Inventory MOY. 2 38% 3 42% 4 43% 5 43%	46% of 2nd-6th grade students will be Proficient or Advanced on the Reading Inventory.

Metric/Indicator	Baseline	Expected Outcome
	6 43%	

Planned Strategies/Activities

Strategy/Activity 1

ELA 1.1

Add 1.0 FTE and 0.5 FTE to our existing staff to support our K-2 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

K-3 students who need Tier 2 and/or Tier 3 support

Timeline

August 2022-June 2023

Person(s) Responsible

Certificated staff, Intervention teacher

Proposed Expenditures for this Strategy/Activity

Amount	29193.00
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher 0.5
Amount	12974
Source	Title I
Budget Reference	3000 Benefits
Description	Intervention Teacher 0.5
Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	Intervention Teacher 1.0

Amount	0
Source	LCFF
Budget Reference	3000 Benefits
Description	Intervention Teacher 1.0

Strategy/Activity 2

ELA 1.2 All K-3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read.

Students to be Served by this Strategy/Activity

All K-3

Timeline

August 2022
 January 2023
 May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

Strategy/Activity 3

ELA 1.3 All 2-6 teachers will administer the Reading Inventory (RI) to all 2-6 grade students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All 2-6

Timeline

August 2022
 January 2023
 May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	LCFF
Description	District Funded

Strategy/Activity 4

ELA 1.4 All 3-6 teachers will administer the Universal Screener English Language Arts iReady Assessment to all 3-6 grade students to correlate the students proficiency to the California state Common Core Standard.

Students to be Served by this Strategy/Activity

All 3-6 grade students.

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

Strategy/Activity 5

ELA 1.5 Purchase additional DIBELS licenses to assess and monitor progress of all 3rd grade students and 4-6 grade students who receive additional Tier 2 and Tier 3 Intervention.

Students to be Served by this Strategy/Activity

4-3 grade students who were identified to need additional Tier 2 and Tier 3 Intervention.

Timeline

August 2022

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	5875 Technology Licenses
Description	District Funded Dibels additional licenses

Strategy/Activity 6

ELA 1.6 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

k-6 Students

Timeline

Quarter 1
Quarter 3

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

ELA 1.7 Universal Access time will be scheduled and protected from interruption for 1 hour to 1 1/2 hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

K-3 Students
1-2 Students
Small SIPPS reading groups daily 30 minutes.

Timeline

August 2022 - May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

ELA 1.8 K-3 teachers will use the supplemental reading program - Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support. The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level

Students to be Served by this Strategy/Activity

k-3 students, plus students who need additional Tier 2 support in early reading development. 3rd grade whole class SIPPS/intervention supporting Tier 2 students.

Timeline

August 2022

Person(s) Responsible

Certificated Teachers, Paraeducators, and Administration

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecard teachers to plan, collaborate, and observe other teachers.
Amount	892
Source	Title I
Budget Reference	3000 Benefits

Strategy/Activity 9

ELA 1.9 All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers.

Students to be Served by this Strategy/Activity

K-3 students, Teachers, Paraeducators

Timeline

August 2022 - May 2023

Person(s) Responsible

Certificated Teachers, Paraeducators, and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funding

Strategy/Activity 10

ELA 1.10 iREad or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-2

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funding

Strategy/Activity 11

ELA 1.11 Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1
Quarter 2

Person(s) Responsible

Certificated Teachers, District Coaches, and Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

ELA 1.12 MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practices.
3. Specialists like speech therapists, Resource Specialists, Intervention Teachers, Counselors, Nurses will be a part of the meeting to use a multidisciplinary approach while looking at the whole child.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers, Certificated Staff, Licensed Staff, and Administration

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Title 1 Funded
Amount	892
Source	Title I

Budget Reference	3000 Benefits
Description	Title 1 Funded

Strategy/Activity 13

ELA 1.13 All K-6 classrooms will implement Advancement Via Individual Determination (AVID) WICOR strategies to standardize the Tier 1 high quality first instruction.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF

Strategy/Activity 14

ELA 1.14 AVID supplies - Teacher will implement the organizational component of AVID to support all learners.

Every student will have:

Binders 4-6

Dividers 4-6

Pencil boxes 1-6

Notebooks

Journals

Organizational Materials

Planners

In addition to student supplies, ink, Risos for copies, and materials that support implementation of AVID lessons.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers, Staff and Administration

Proposed Expenditures for this Strategy/Activity

Amount	84372
Source	Title I

Budget Reference	4300 Materials
Description	AVID Supplies, Planners
Amount	0

Strategy/Activity 15

ELA 1.15 Purchase Educational Software to Guide Instruction (ESGI) Licenses for Kindergarten students letter naming, letter sounds and other early literacy skills needed. ESGI

Students to be Served by this Strategy/Activity

Kindergarten

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I
Budget Reference	5875 Technology Licenses
Description	ESGI - Educational Software to Guide Instruction

Strategy/Activity 16

ELA 1.16 Provide Positive Behavior Intervention

- Continue positive student acknowledgements
- Continue consistent positive behavior management
- Assemblies for Anti-Bullying/Lifeskills and Social Emotional Learning
- PBIS Committee made up of Certificated Teachers, Staff, Students, and Staff
- Family Engagement
- Monday Morning Assembly activities

ELA & Math Goal

Students to be Served by this Strategy/Activity

All K-6

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers, Staff and Administration

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Character Building/Anti Bullying/Social Emotional Health Assemblies & Family Engagement STEAM/STEM night.

Strategy/Activity 17

ELA 1.17 SEL purchase and implement a social and emotional learning curriculum.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration.

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Purchase supplemental materials to use with our Caring School Community.
Amount	500
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Services provided from the 180 Center to support targeted students.

Strategy/Activity 18

ELA 1.19 Pay teachers and Certificated Staff to: Provide supplemental interventions during, after, and before school, intersession, and summer. Provide additional Adult Support for K-6, organize and run programs for social emotional needs and PBIS. Provide additional Adult Support to support communication between teachers/administration and parents with translations.

- Reading Support
- Math Support
- Social Emotional Learning
- Flexible Groupings
- Translations for Parent/Teacher Conferences, Back-to-School-Night, SST's, IEP's.

ELA, Math, ELL, and Parent Involvement Goal

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers, Classified Staff and Administration

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Timecards
Amount	2000
Source	Title I
Budget Reference	2120 Para Temp
Description	Bilingual Paraeducator for translations
Amount	1000
Source	Title I
Budget Reference	2420 Clerical Temp
Description	Additional Support clerical for sing ups, data confirmation, registration, prep, copies
Amount	2045
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for timecards

Strategy/Activity 19

ELA 1.20 Academic Conferences for teachers and administrators to look at data with their grade level teams.
 Analyze Data
 Complete Placement Cards and Data Sheets
 Vertical Grade Level Articulation
 Analyze Tier 2 and Tier 3 focal students
 Set Reclassification Goals for ELL students
 Discuss students who need Student Success Team Meetings
 Plan classroom interventions, supports, SIPPS, System44/Read 180
 Plan Journeys ELD Lessons and measurements
 Plan Journeys ELA Lessons
 Plan Amplify, iReady, DIBELS, SIPPS assessments
 Plan AVID strategies and implementations
 Release time to observe teachers delivering high quality ELD, and ELA
 Observe highly engaging teaching strategies for all learners
 Plan PBIS strategies for academic support

ELA, Math, and ELL Goal

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	3500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Substitutes for Academic Conferences for BOY and MOY
Amount	892
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits for teacher substitutes.

Strategy/Activity 20

ELA 1.21 Professional Development

- Ron Clark Academy Atlanta – Active Engagement Strategies, Attendance Improvement and PBIS
- “Get Your Teach ON’ – Active Engagement Strategies
- Step Up to Writing
- AVID
- Making Meaning

ELA, Math and PD Goal

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5220 Conference
Description	PBIS
Amount	2154
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Step Up to Writing Consultant - PD for Teachers and Para Educators
Amount	5000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Making Meaning PD - CORE consultant support with SIPPS, Beginning,Extension, Challenge, and Plus

Strategy/Activity 21

ELA 1.22 Purchase additional SIPPS Beginning,Extension, Challenge, and Plus materials, leveled readers, chapter books, posters, cards, to support differentiated reading practice and our Reading Counts Program. Purchase supplemental reading programs to support vocabulary, comprehension, decoding, fluency, and the integration of fictional reading for all learners.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers, EL Paraeducators, and Administration

Proposed Expenditures for this Strategy/Activity

Amount	8000
Source	Title I
Budget Reference	4300 Materials
Description	Purchase Scholastic News products
Amount	10000
Source	Title I
Budget Reference	4200 Books

Description	Additional student reading materials to support fluency (graphic novels, leveled readers, chapter books)
Amount	20000
Source	Title I
Budget Reference	4300 Materials
Description	Purchase additional student reading materials to support reading fluency.
Amount	1000
Source	Title I
Budget Reference	5715 Print Shop
Description	Duplicating of supplemental instructional materials.

Strategy/Activity 22

ELA 1.23 Technology for ELA, Math, Science, Social Studies, STEM/STEAM .

- Communication Radios
- Chromebook charging stations
- Laptops
- Promethean Panels
- STEM/STEAM
- Sound Equipment for PBIS: speakers, cables, microphones, receivers

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	Title I
Budget Reference	4475 Technology (\$500-\$9,999)
Description	Purchase technology items for STEM/STEAM.
Amount	2000
Source	Title I
Budget Reference	4400 Equipment (\$500-\$9,999)
Description	Sound System for PBIS

Amount	6307
Source	Title I
Budget Reference	4300 Materials
Description	STEM/STEAM/Math Materials

Strategy/Activity 23

- ELA 1.24 Student Study Trips to enhance students' learning
- Scheduled Study Trips
 - On Campus Study Trips (Dairy Council, WOW Museum, Mobile Ed Museum)
 - Academic and SEL Assemblies

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers, Administration, PTA

Proposed Expenditures for this Strategy/Activity

Amount	15000
Source	Title I
Budget Reference	5872 Field Trips
Description	On/Off campus academic study trips

Strategy/Activity 24

- ELA 1.25 Writing Curriculum
- Step Up to Writing
 - Teacher materials
 - Student writing materials
 - Writing enhancement activities and art supplies

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	3000
Source	Title I
Budget Reference	4200 Books
Description	Writing program
Amount	6310
Source	Title I
Budget Reference	4300 Materials
Description	Art supplies to enhance student writing projects

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Goal 2- Mathematics

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Lois E. Borchardt Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures:
K-6 Math iReady Universal Screener
3-6 CAASPP Math

LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

Basis for this Goal

Dreambox goal
CAASPP

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Math	There was no data available at the time of the development of this plan.	40% of K-6 grade student will be proficient on the iReady Math Assessment 2022-2023 EOY
CAASPP	2020-2021 22% of 3-6 grade students scored Met or Exceeded Standard for Math.	Increase percent meeting/exceeding by 7%.

Planned Strategies/Activities

Strategy/Activity 1

Math 2.1
All K-6 teachers will administer the Universal Screener - Math iReady Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards.

Students to be Served by this Strategy/Activity

K-6

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

Strategy/Activity 2

Math 2.2
All K-6 students will have access to LUSD's adopted supplemental math curriculum - DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Students to be Served by this Strategy/Activity

All Students

Timeline

On going

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Funded

Strategy/Activity 3

Math 2.3
MTSS Data Conferences: provide release time for teachers and admin:
1. Analyze Universal Screeners iReady and CAASPP math data.
2. Collaborate, plan and respond with best practices
3. Specialist like speech therapists, Resource Specialists, Intervention Teachers, counselors, nurses will be a part of the meeting to use a multidisciplinary approach while looking at the whole child.

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly.

Students to be Served by this Strategy/Activity

K-6

Timeline

Quarter 1
Quarter 3

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	Title 1 see ELA

Strategy/Activity 4

Math 2.4
Pay teachers and Certificated Staff to: Provide supplemental interventions during, after, and before school, intersession, and summer. Provide additional Adult Support for K-6, organize and run programs for social emotional needs and PBIS. Provide additional Adult Support to support communication between teachers/administration and parents with translations.

- Reading Support
- Math Support
- Americorp/Ampact push-in Math Tutors X 2
- Social Emotional Learning
- Flexible Groupings
- Translations for Parent/Teacher Conferences, Back-to-School-Night, SST's, IEP's

ELA, Math, ELL and Parent Involvement Goal

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - 2023

Person(s) Responsible

Certificated Teachers and Administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1 Activity 19
Amount	0
Source	LCFF

Description

Additional, small group, push in Math support

Strategy/Activity 5

Math 2.5 Academic Conferences for teachers and administrators to look at data with their grade level teams.

Analyze Data

Complete Placement Cards and Data Sheets

Vertical Grade Level Articulation

Analyze Tier 2 and Tier 3 focal students

Set Reclassification Goals for ELL students

Discuss students who need Student Success Team Meetings

Plan classroom interventions, supports, SIPPS, System44/Read 180

Plan Journeys ELD Lessons and measurements

Plan Journeys ELA Lessons

Plan Amplify, iReady, DIBELS, SIPPS assessments

Plan AVID strategies and implementations

Release time to observe teachers delivering high quality ELD, and ELA

Observe highly engaging teaching strategies for all learners

Plan PBIS strategies for academic support

ELA, Math, and ELL Goal

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

See ELA Goal 1 Activity 20

Strategy/Activity 6

Math 2.6 SEL Mental Health clinician hours to support Tier 2 and Tier 3 students with their mental health needs.

Borchardt pays for 4 hours per month for a Total of \$11096.00.

Students to be Served by this Strategy/Activity

All students, Tier 2 and Tier 3 students with mental health needs.

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teacher, Administration and Mental Health Clinician

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1 Activity 18

Strategy/Activity 7

Math 2.7 Professional Development

- Ron Clark Academy Atlanta – Active Engagement Strategies, Attendance Improvement and PBIS
- “Get Your Teach ON’ – Active Engagement Strategies
- Music Classroom Management and Engagement
- Step Up to Writing
- AVID
- Making Meaning

ELA, Math and PD Goal

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Description	See ELA Goal 1 Activity 21

Strategy/Activity 8

Math 2.8 ELA 1.14 AVID supplies - Teacher will implement the organizational component of AVID to support all learners.

Every student will have:

Binders 4-6

Dividers 4-6

Pencil boxes 1-6

Notebooks

Journals

Organizational Materials

Planners

In addition to student supplies, ink, Risos for copies, and materials that support implementation of AVID lessons.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administrators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

See ELA Goal 1 Activity 14

Strategy/Activity 9

Math 2.9 Provide Positive Behavior Intervention

- Continue positive student acknowledgements
- Continue consistent positive behavior management
- Assemblies for Anti-Bullying/Lifeskills and Social Emotional Learning
- PBIS Committee made up of Certificated Teachers, Staff, Students, and Staff
- Family Engagement
- Monday Morning Assembly activities

ELA & Math Goal

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

Title I

Description

See ELA Goal 1 Activity 16

Strategy/Activity 10

Math 2.10 Student Study Trips to enhance students' learning

- Scheduled Study Trips
- On Campus Study Trips (Dairy Council, WOW Museum, Mobile Ed Museum)
- Academic and SEL Assemblies

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	5872 Field Trips
Description	ELA Goal 1 Activity 24

Strategy/Activity 11

Math 2.11 Purchase Supplemental Math Materials

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	4300 Materials
Description	ELA Goal 1 Activity 23 Supplemental materials.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Goal 3 - English Learners

Goal Statement

By May 31, 2022, with an implementation of Multi-Tiered System of Support (MTSS), Lois E. Borchardt Elementary School's English Language Learners will show a 5% increase in progress toward English proficiency as measured by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal

A. All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

Basis for this Goal

2020-2021 ELPAC Reclassification Data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Reclassification criteria	54.4% making progress towards English language proficiency based on 2018-2019 as reported by California School Dashboard.	Increase percent of students making progress towards English language proficiency by 5%.
K-2 DIBELS	2021-2022 Kindergarten EL MOY 56% Proficient & Advanced 1st grade EL MOY 30% Proficient & Advanced 2nd grade EL MOY 48% Proficient & Advanced	2022 - 2023 Increase EOY K-2 students Proficient & Advanced by 5%

Planned Strategies/Activities

Strategy/Activity 1

EL 3.1

All K-6 students who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-May 2023

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

EL 3.2

Administrators will develop teachers capacity to collect data using a Universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

K-6

Timeline

Quarter 1
Quarter 3

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

ELA 3.3

Universal Access time will be scheduled and protected for 1 hour to 1 1/2 hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

English Learners

Timeline

Starting August 2022

Person(s) Responsible

Certificated Teachers and Administration

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

EL 3.4

K-3 teachers will use the supplemental reading program - Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as a Tier One system of support.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

K-3 students plus students who need additional Tier 2 support in early reading development. 3rd grade whole class SIPPS/Intervention supporting Tier 2 students.

Timeline

August 2022 - June 2023

Person(s) Responsible

K-3 Certificated Teachers, Intervention Teachers, English Language Paraeducators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

EL 3.5

All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paraeducators will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) Trainers.

Students to be Served by this Strategy/Activity

K-3 students.

Timeline

August 2022 - June 2023

Person(s) Responsible

K-3 Certificated Teachers, Intervention Teachers, English Language Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District Funded

Strategy/Activity 6

EL 3.6

iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-2

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teacher

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District Funded

Strategy/Activity 7

EI 3.7

Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022 - June 2023

Person(s) Responsible

Administrator and District Coaches

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

District Funded

Strategy/Activity 8

EL 3.8

MTSS Data Conferences: provide release time for teachers and administrators

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice.

3. Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be a part of the meeting to use a multidisciplinary approach while looking at the whole child.

Students to be Served by this Strategy/Activity

All students

Timeline

Quarter 1
Quarter 2

Person(s) Responsible

Administration and Certificated Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I
Budget Reference	1120 Teacher Temp
Description	See ELA Goal 1.8 & 1.12

Strategy/Activity 9

EL 3.9

Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. Object posted
2. Front loading vocabulary
3. Using complete sentences
4. Think-pair-share
5. Choral responses
6. Sentence Frames
6. Use higher order questioning
7. Use wait time.

Students to be Served by this Strategy/Activity

Certificated Teachers, k-6 students

Timeline

August 2022 - June 2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
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Source	Title I
Description	ELA Goal 1 Activity 14

Strategy/Activity 10

EL 3.10
 Technology - Rosetta Stone

- Utilize technology through the use of 1:1 Chromebooks to assist in the delivery of ELD instruction.
- Rosetta Stone

Students to be Served by this Strategy/Activity

English Learners, ELPAC 1's and 2's and newcomers

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teacher, EL Paraeducators, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title III
Description	Rosetta Stone Program

Strategy/Activity 11

EL 3.11 ELD Instruction

- Paraeducators push into classrooms to support English Language Learners during ELA and Math blocks.
- K-6 30 minutes of Designated ELD five days per week
- Additional adult Support for K-2 (Goal 1 action 1)
- Support EL Learners five days a week with EL Paraeducators
- Attend District staff development on Integrated ELD lessons.
- Utilize District ELA coaches for support with ELD lessons

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022 - June 2023

Person(s) Responsible

Certificated Teacher, EL Paraeducator, Administration

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Paraeducators push into classrooms to support English Learners during ELA and/or Math blocks.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal 4 - Parent/Family Engagement

Goal Statement

March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Lois E. Borchardt Elementary School will show a 5% increase in parent involvement on the following measures:
Sign in Sheet for Parent /Teacher Conferences

LCAP Goal

Improve the engagement of parents/guardians as partners in their children's education. (LEAP Goal B)

Basis for this Goal

2022-2023 Sign in Sheets for Parent/Teacher conferences.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Parent Survey	2021-2022 43% of parents Agree/Strongly Agree with having opportunities and communications for involvement.	Increase "Agree/Strongly Agree" rating from parents to 80% of parents Agree/Strongly Agree with having opportunities and communications for involvement.

Planned Strategies/Activities

Strategy/Activity 1

- PI 4.1. Support Parent Involvement and provide Parent Education
- Monthly newsletter for families of important dates, events, information
 - Provide Parent Education in English by offering "Jump into English" classes at Borchardt
 - Purchase materials needed to support "Jump into English"
 - Back to School Night
 - Open House
 - School Site Council
 - ELAC
 - PTA
 - Parent STEAM Night
 - Lunch with Loved Ones
 - Parent Volunteers
 - Parent/Teacher Conferences
 - Parenting Partners
 - Support Finger Printing Process

- Provide light refreshments for parents during meetings to help increase attendance

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021-June 2022

Person(s) Responsible

- Administrators
- Teachers
- Parents

Proposed Expenditures for this Strategy/Activity

Amount	2100
Source	Title I: Parent Involvement
Budget Reference	5875 Technology Licenses
Description	Jump into English Part 3 of classes
Amount	0
Source	Title III
Description	Jump into English Part 1 & 2 District paid
Amount	370
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	Light Refreshments for parent meetings

Strategy/Activity 2

PI 4.2 3. Provide Parent Handbooks, fliers, newsletters, and information about upcoming events, provide parents with parent informational materials.
Copy items at District Print Shop

Students to be Served by this Strategy/Activity

All English Language students' parents

Timeline

August 2022 - August 2023

Person(s) Responsible

English Language Paraeducators, Office Staff, Administration

Proposed Expenditures for this Strategy/Activity

Amount	1000.00
Source	Title I: Parent Involvement
Budget Reference	4200 Books
Description	Parent Reference Materials
Amount	0
Source	LCFF
Description	Parent Handbooks and fliers

Strategy/Activity 3

PI 4.3 Paraeducator support
Provide Paraeducator support for ELAC meetings, RFEP celebrations, Data Confirmation parent support.

Students to be Served by this Strategy/Activity

All Students' Parents

Timeline

August 2022 - June 2023

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Paraeducator support
Amount	387
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits
Description	Paraeducator support

Strategy/Activity 4

PI 4.4 Provide Parent Involvement Activities for parents to support their children's education. Work with staff to plan and schedule academic nights, parent informational nights, Heritage committee for Lunch-on-the-lawn events, Jump Into English Classes.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2021 - June 2022

Person(s) Responsible

Administration, English Language Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	Title I: Parent Involvement
Budget Reference	5875 Technology Licenses
Description	Goal 4 Activity 1 Jump into English Part 3 of classes.
Amount	0
Source	Title III
Description	Jump into English Part 1 & 2 District paid
Amount	0
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	Goal 4 Activity 1 Light Refreshments for parent meetings.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal 5 - Professional Development

Goal Statement

Professional Development Goal:
By March 31, 2023, Lois E. Borchardt Elementary School will have 100% of teachers participating in the following Professional Development in:
K-6 MTSS Framework
K-2 The Consortium

LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

Basis for this Goal

Language ARts, Math, and English Language Development Data outlined in goals 1,2, & 3.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Scores	2020-2021 ELA 35% of 3-6 grade students Met or Exceeded Standard for ELA.	Increase percent meeting/exceeding by 5% in 2022-2023
CAASPP Scores	2020-2021 MATH 22% of 3-6 grade students Met or Exceeded Standard for Math.	Increase percent meeting/exceeding by 5% in 2022-2023

Planned Strategies/Activities

Strategy/Activity 1

PD 5.1 Professional Development for ELA, Math, MTSS, AVID, PBIS, ELD, SIPPS, iReady, Universal Screener, DIBELS, Amplify Data collection, RCA, Academic Conferences

- Teachers and administrators will attend Academic Conferences with their grade level Team
- Analyze Data
- Choose Focal Students
- Set Reclassification Goal and choose EL Focal students
- Hold Student Success Team Meetings (SST)
- Plan Journeys ELD Lessons

- Plan Journeys Lessons
- Review and plan ELD Assessments
- Observe teachers delivering high quality ELA & ELD lessons
- Observe highly engaging teaching strategies for all learners

ELA, Math, & Professional Development goal

Students to be Served by this Strategy/Activity

All Students and Teachers

Timeline

August 2021-June 2022

Person(s) Responsible

- Teachers
- Administrators

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	Title I
Budget Reference	5220 Conference
Description	Professional Development

Strategy/Activity 2

PD 5.2. Attend District offered professional development, CORE consultant onsite PDs, and Staff Meetings.

- Teachers work with district English Language Arts, Math, ELD, AVID, Science, Technology, PBIS, SIPPS, DIBELS coaches.
- District coaches will support at Borchardt and present at staff meetings.
- LTTT PD's offered in July 2022

Students to be Served by this Strategy/Activity

All Students and Teachers

Timeline

August 2021-May 2022

Person(s) Responsible

- Teachers
- Administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Attend District offered PD

Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	252,388.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	247531	0.00
Title I: Parent Involvement	4857	0.00

Expenditures by Funding Source

Funding Source
LCFF
Title I
Title I: Parent Involvement
Title III

Amount
0.00
0.00
247,531.00
4,857.00
0.00

Preliminary Plan

 05/02/2022 03:30 pm

Principal *Date*

 05/09/2022 12:00 am

SSC Chairperson *Date*

 05/10/2022 01:00 pm

Program Manager *Date*

Final Plan

Principal *Date*

SSC Chairperson *Date*

Program Manager *Date*

Expenditures by Budget Reference and Funding Source

FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
	LCFF	0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
3000 Benefits	LCFF	0.00
5875 Technology Licenses	LCFF	0.00
	Title I	0.00
	Title I	0.00
1100 Teacher	Title I	29,193.00
1120 Teacher Temp	Title I	14,000.00
2120 Para Temp	Title I	2,000.00
2420 Clerical Temp	Title I	1,000.00
3000 Benefits	Title I	17,695.00
4200 Books	Title I	13,000.00
4300 Materials	Title I	124,989.00
4400 Equipment (\$500-\$9,999)	Title I	2,000.00
4475 Technology (\$500-\$9,999)	Title I	7,000.00
5220 Conference	Title I	10,000.00
5715 Print Shop	Title I	1,000.00
5800 Prof and Operating/Consultants	Title I	9,654.00
5872 Field Trips	Title I	15,000.00
5875 Technology Licenses	Title I	1,000.00
2120 Para Temp	Title I: Parent Involvement	1,000.00
3000 Benefits	Title I: Parent Involvement	387.00
4200 Books	Title I: Parent Involvement	1,000.00

4325 Food For Meetings	Title I: Parent Involvement	370.00
5875 Technology Licenses	Title I: Parent Involvement	2,100.00
	Title III	0.00
	Title III	0.00

FORM D: 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 10 Total

Name of Members	Role
Vicky De Ochoa	Parent or Community Member
Jeannine Johnson	Parent or Community Member
Kristin MacDonald	Parent or Community Member
Renee Roe	Parent or Community Member
Adrianna Velazquez	Parent or Community Member
Mallori Tachella	Other School Staff
Christina Soria	Classroom Teacher
Dana Kimmel	Classroom Teacher
Claire Person	Classroom Teacher
Jamie Moso	Principal

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.

FORM E: 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 05/02/2022 03:00 pm.

Attested:

Preliminary Plan

Final Plan



05/02/2022 03:30 pm

Principal

Date

Principal

Date



05/09/2022 12:00 am

SSC Chairperson

Date

SSC Chairperson

Date



05/10/2022 01:00 pm

Program Manager

Date

Program Manager

Date