



BEARS

Borchardt Elementary

Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lois E. Borchardt	39685850100560	April 23, 2024	June 18, 2024

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

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Lois E. Borchardt for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

Strategies to Address Goal #2 for ESSA Compliance:

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

Goal #3: Safe and Connected School Environment

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

Strategies to Address Goal #3 for ESSA Compliance:

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

Educational Partner Involvement

How, when, and with whom did your Lois E. Borchardt consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Identification of Stakeholders: The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians

Students

School faculty and staff

Community members

Advisory committees (e.g., English Learner Advisory committee, student advisory groups.)

Communication Plan: A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Communication channels (e.g., newsletters, emails, school website, social media)

Meeting schedules and agendas

Opportunities for feedback and input

Consultation Meetings: Consultation meetings scheduled to gather input from various stakeholder groups include:

Parent and community forums

Student focus groups

Faculty and staff meetings

Advisory committee meetings

Data Review and Analysis: Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

Collaborative Planning Sessions: Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

Brainstorming and idea generation

Goal setting and action planning

Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

School site council

District administration

Advisory committees

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

Data analysis

Stakeholder consultation

Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

The dates and times of these meeting

These meetings will be held:

First Fall Meeting week of September, 9, 2024 4:00 - 6:00 PM

Second Fall Meeting week of November 12, 2024

First Winter Meeting week of January 21, 2025

Second Winter Meeting week of February 24, 2025

First Spring Meeting week of April 7, 2025

Second Spring Meeting week of April 28, 2025

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

Based upon the California School Dashboard state indicators, Lois E. Borchardt has been identified for Additional Targeted Support and Improvement ATSI. The following subgroups, Students with Disabilities and Two or More Races entered ATSI due to meeting the criteria based on the following indicators: Suspension Rates In order to move the performance levels on each of the indicators for our qualifying students, it is necessary to address the needs of students, staff, and the school community. The school needs will be addressed through the School Site Council and the English Language Advisory Council. Lois E. Borchardt's professional development will be centered on three core areas to include instruction, community, and accountability to ensure all students are provided with the opportunity to work towards mastery of grade-level standards in a safe, engaging and nurturing community

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

Referring to the California School Dashboard (Dashboard), the state indicator for which overall performance was in the "Red" or "Orange" performance category are:

English Language Arts - Orange

Mathematics - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Based on the needs assessment, we have identified the following areas in Students with Disabilities and Two or More Races that need significant improvement based on a review of the California School Dashboard and local data. Referring to the Dashboard, the Student groups' overall performance was in the “Red” in the performance category at 7.8% and 8.1% suspended at least one day.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

ELA

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Lois E. Borchardt Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd-6th Grade STAR Scale Score

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicators not met for the 2023-2024 school year are Based on 3rd - 6th Grade CAASPP ELA 2021-2022 and 2022-223 comparison, goal not met, 2nd- 6th Grade ELA iReady Universal Screener MOY goal not met, and 2nd-6th grade Reading Inventory goal not met. Specifically, we have identified notable performance gaps among students with Disabilities in the red student groups within this indicator on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support aimed at closing these performance gaps and improving outcomes across all student groups.

This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd - 6th CAASPP ELA Assessment

The 2023 California Dashboard: ELA

The 2023-2024 2nd - 6th iReady MOY ELA Assessment

The 2023-2024 K-2 MOY DIBELS Assessment

The 2023-2024 2nd-6th MOY Reading Inventory (RI) Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	During the 2023-2024 school year, 64% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. Grade K- 59% Grade 1- 64% Grade 2- 70%	During the 2024-2025 school year, 69% (goal 5% increase) of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. Grade K- 64% Grade 1- 69% Grade 2- 75%
California Dashboard: ELA	The ALL-student group as demonstrated on the 2023 CA Dashboard report scored 38.5 points below standard. The performance color for the ALL-student group is Orange.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL student group will move from Orange to Yellow.
2nd-6th iReady MOY ELA Assessment	During the 2023-2024 school year, 26.4% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 0% Grade 3- 38% Grade 4- 25% Grade 5- 33% Grade 6- 36%	During the 2024-2025 school year, 31% (goal 5% increase) of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. Grade 2- 5% Grade 3- 43% Grade 4- 30% Grade 5- 38% Grade 6- 41%
3rd-6th Grade CAASPP English Language Arts	During the 2022-2023 school year, 31% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA. Grade 3- 27% Grade 4- 33% Grade 5- 33% Grade 6- 32%	During the 2023-2024 school year, 36% of (goal 5% increase) 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. Grade 3- 32% Grade 4- 38% Grade 5- 38% Grade 6- 37%
2-6 MOY STAR Scale Score	During the 2023-2024 school year, 36% TBD of 2nd-6th grade students scored proficient on the Middle of the Year Reading Inventory. Grade 2- Baseline % 34% Grade 3- Baseline % 30% Grade 4- Baseline % 25% Grade 5- Baseline % 48% Grade 6- Baseline % 41%	During the 2024-2025 school year, 41% of 2nd-6th grade students will score proficient on the Middle of the Year STAR Scale Score. (increase of 5%) Grade 2- 39% Grade 3- 35% Grade 4- 30% Grade 5- 53% Grade 6- 46%

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p>1.1</p>	<p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction: Available to model or co-teach SIPPS or Amplify lessons. Support teachers in delivering effective lessons. Provide flexible, short-term small group instruction Collaboration/Scheduling/Planning: Work with site administrators to give input on professional development based on needs. Work with the site principal to develop schedules for interventions, CORE visits, and data conferences. Maintain consistent communication and interaction with administrators. Assessment Support: Assist in DIBELS and SIPPS testing as needed. Progress monitors its own intervention students every 3 to 6 weeks. Provide assistance to teachers with testing timelines.</p>	<p>ALL</p>	<p>0 Central Title I 1900 Other Cert Salaries District Funded ELA TOSA (.5 LCFF and .5 Central Title 1)</p>
<p>1.2</p>	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p> <p>Teacher release time for 1:1 DIBELS assessment implementation.</p>	<p>ALL</p>	<p>25,000 Title I 1150 Teacher Sub Subs for Mtss Data Conferences 6,245 Title I 3000 Benefits Sub Benefits</p>
<p>1.3</p>	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	<p>ALL</p>	<p>25,000 Title I 4300 Materials AVID Supplies and Earbuds 693 Title I 5715 Print Shop</p>

	<p>Binders, pencils, white out, post it notes, page dividers, glue, pens, pencil pouches, erasers, binder paper, colored pencils, dry erase markers, whiteboard erasers, pocket folders, crayons, highlighters, scissors, calculators for intermediate classrooms</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p>		<p>Duplicating of materials to support common core, SIPPS, interventions, and AVID. 39,000 Title I 4300 Materials Purchase additional SIPPS Beginning, Extension, Challenge, and Plus materials, leveled readers, posters, cards, to support differentiated reading practice and our STAR reading program.</p> <p>Purchase supplemental reading and intervention programs to support vocabulary, comprehension, decoding, fluency, and the integration of fictional reading for all learners.</p> <p>750 Title I 4328 Warehouse Supplies Supplemental copy paper (\$750 for 600-1000 students) to duplicate materials to support common core, SIPPS, interventions, and AVID. 10,816 Title I 5875 Technology Licenses Scholastic STEAM subscription to support Makerspace. Flocabulary, NewsELA, Scholastic, Science Spin</p> <p>11,500 Title I 4275 E-Books Scholastic Book Clubs Storyworks</p>
<p>1.4</p>	<p>Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs</p> <p>Student Support: Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing. Collaboration with ELA TOSAs: Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals. Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time.</p>	<p>ALL</p>	<p>37,838 Title I 1900 Other Cert Salaries .5 ELA Intervention Teacher 15,282 Title I 3000 Benefits .5 ELA Intervention Teacher Benefits</p>

	<p>Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction skills.</p> <p>Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p>		
1.5	<p>Technology Supporting Core Instruction:</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p>	ALL	<p>0</p> <p>Title I</p> <p>4375 Technology (under \$500)</p> <p>See Math 2.3 for Funding Allocation of Purchase of earbuds, student Chromebooks, iPads</p>
1.6	<p>Additional Paraprofessional Support in ELA</p> <p>This targeted allocation ensures that students receive personalized attention, reinforcing their comprehension and mastery of core subjects. With dedicated paraprofessionals, students benefit from tailored guidance, small group instruction, and differentiated learning experiences.</p>	ALL	<p>4,000</p> <p>Title I</p> <p>2120 Para Temp</p> <p>Additional adult for small group push-in support for ELA</p> <p>1,595</p> <p>Title I</p> <p>3000 Benefits</p> <p>Para Temp Benefits</p>
1.7	<p>Classroom Libraries</p> <p>Expanding classroom libraries with diverse and engaging books is an investment in literacy enrichment will impact student learning outcomes. By curating collections that reflect the cultural backgrounds, interests, and experiences of the student population, educators can cultivate a love for reading while promoting inclusivity and empathy. Through targeted selection and thoughtful curation, classroom libraries become vibrant hubs of exploration, empowerment, and academic achievement for all students.</p>	ALL	<p>15,000</p> <p>Title I</p> <p>4200 Books</p> <p>Classroom Libraries</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Dibels K- DIBELS Assessment

During the 2023 - 2024 school year, 60% of Kindergarten - 2nd students will perform at or above grade level on the Middle of the Year (MOY DIBELS assessment).

K-2 DIBELS Assessment
Goal: 60% by MOY
BOY: @ 62%
MOY: @ 68%
6% growth
MOY goal met.

Metric/Indicator	Expected Outcomes	Actual Outcomes
3rd - 6th Grade CAASPP English Language Arts	During the 2023 - 2024 school year, 44% of 3rd-6th grade students will score met or exceeded standard on CAASPP/SBAC Assessments in ELA.	Goal: 44% by 2022 - 23 2021-2022 39% Met or Above 2022 - 2023 33% Met or Above • 6% decrease and MOY goal not met.
2nd - 6th Grade ELA iReady Universal Screener	During the 2023 - 2024 school year 53% of 2nd - 3rd grade students will be perform at or above on the Middle of the Year (MOY) iReady Universal Screener.	Goal: 53% by MOY BOY: 18% at grade level w/ additional 28% ready for grade level content. MOY: 34% at grade level w/ 31% ready for grade level content MOY goal not met.
2nd - 6th Grade Reading Inventory	During the 2023 - 2024 school year 50% of the 2nd - 6th grade students will score proficient on the Middle of the Year Reading Inventory.	BOY 2023 32% Prof/Ad Goal: 50% MOY 2023 39% + 6% growth MOY goal not met.

Analysis

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

Borchardt held six SIPPS Professional Developments for early literacy coaching and support for kindergarten through 6th grade teachers. We implemented SIPPS Plus intervention groups in 5th and 6th grade classrooms to address data findings and support students with phonics needs. Borchardt held three data conference weeks where teachers met in their grade levels to compile and analyze data, review and set goals, and collaborate on planning and instruction. Teachers incorporated additional time in classrooms, daily, for student fluency practice. Kindergarten, First, and Second grade teachers met and reviewed data and adjusted intervention groupings for reading intervention groups and platooning. All grade levels implemented whole group SIPPS implementation K-6. The 2023-2024 school daily schedule allowed for protected ELA blocks in 1st - 6th grades. Teacher prep schedules were aligned to support student scaffolding and platooning.

Borchardt Elementary School did not meet the articulated benchmark goals for for universal measures in English Language Arts by the middle of the year. During the 2023-2024 school year the following universal measures decreased the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2023 to Middle of the Year (MOY) 2024.

3rd - 6th Grade CAASPP English Language Arts Goal: 44% by 2022 - 23 2021-2022 39% Met or Above, 2022 - 2023 33% Met or Above, - 6% decrease and, MOY goal not met.

2nd - 6th Grade ELA iready, Universal Screener Goal: 53% by MOY, BOY: 18% at grade level w/ additional 28% ready for grade level content., MOY: 34% at grade level w/ 31% ready for grade level content, MOY goal not met.

2nd - 6th Grade Reading Inventory BOY 2023 32% Prof/Ad Goal: 50% MOY 2023 39%, + 6% growth ,MOY goal not met.

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

At Borchardt Elementary School we have established a material threshold of \$ 10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 1: English Language Arts.

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.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Arts. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for ELA. The ongoing support and needed changes will be reflected in the 2024-2025 SPSA under Goal 1: English Language Arts Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Math

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Lois E. Borchardt Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal to which this School Goal is Aligned: LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math metrics/ indicators not met for the 2023-2024 school year are K-6th iReady Universal Screener and 3rd - 6th CAASPP. In addition, we have identified notable performance gaps among students with Disabilities in the red student group within this indicator on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

The 2023-2024 K-6th grade iREady MOY Mathematics Assessment

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
3rd-6th Grade CAASPP Math	During the 2022-23 school year, 32% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 28% Grade 4- 30% Grade 5- 52% Grade 6- 18%	During the 2023-24 school year, 37% of 3rd-6th grade students will meet or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 33% Grade 4- 35% Grade 5- 57% Grade 6- 23%
K-6th iReady MOY Math Assessment	During the 2023-24 school year, 25% of K-6th grade students performed at or	During the 2024-25 school year, 30 % of K-6th grade students will perform at or

	above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-32% Grade 1- 16% Grade 2- 22% Grade 3- 16% Grade 4- 20% Grade 5- 32% Grade 6- 39%	above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-37% Grade 1- 21% Grade 2- 27% Grade 3- 21% Grade 4- 25% Grade 5- 37% Grade 6- 44%
California Dashboard: Math	The ALL student group as demonstrated on the 2023 CA Dashboard report scored 52.7 points below standard. The performance color for the ALL student group is orange.	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard. The performance color for the ALL student group will move from orange to yellow.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. Evaluate intervention effectiveness and instructional strategies for continuous improvement</p>	ALL	<p>0 Title I 1150 Teacher Sub See ELA 1.2 - Teacher Subs \$30,000.00</p> <p>0 Title I 3000 Benefits See ELA 1.2 - Benefits \$7,494.00</p>
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies, Books, Duplicating, Assemblies, Study Trip</p> <p>All resources must be specific in detail Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID)</p>	ALL	<p>0 Title I 4200 Books See ELA Goal 1.7 - \$10,000.00 Classroom Libraries</p> <p>0 Title I 5715 Print Shop See ELA Goal 1.3 - \$600.00 Duplicating of materials to support common core, SIPPS, interventions, and AVID.</p>

	<p>WICOR strategies to standardize Tier 1 high-quality first instruction.</p>		<p>0 Title I 4300 Materials See ELA Goal 1.3 - AVID Materials 0 Title I 5875 Technology Licenses See ELA Goal 1.3 Technology Licenses - \$10,000.00 Additional technology licenses to support reading, music, science, and Math. 0 Title I 4328 Warehouse Supplies See ELA Goal 1.3 Supplemental copy paper 0 Title I 5872 Field Trips See PD 5.2 - Study Trips to enhance ELA, Math, Science, and Social Studies 0 Title I 5712 Transportation See PD 5.2 - Study Trips to enhance ELA, Math, Science, and Social Studies</p>
<p>1.3</p>	<p>Technology/STEAM/STEM to Support Instruction</p> <p>Technology to support core instruction involves a variety of activities aimed at enhancing teaching effectiveness, student engagement, access and learning outcomes across academic subjects.</p> <p>STEAM/STEM materials and mathematics manipulatives to support instruction and increase student interaction and student engagement to improve student achievement in math.</p>	<p>ALL</p>	<p>5,000 Title I 4375 Technology (under \$500) Purchase of earbuds, student Chromebooks, iPads, LED's, lighting and green screen for Makerspace. 20,000 Title I 4475 Technology (\$500-\$9,999) Technology to support Makerspace: 3D printer, robots, VR headsets, video and audio production equipment, podcasting equipment, drones. 15,000 Title I 4400 Equipment (\$500-\$9,999) Replace Riso and Sound Speakers 0 Title I 5875 Technology Licenses</p>

			See ELA 1.3 for Funding allocation for STEAM subscription to support Makerspace. E-BOOKS
1.4	<p>Supplemental Certificated Math Support</p> <p>Certificated Staff will support the success of students in accessing the core math curriculum during the school day.</p> <p>Small Group Instruction: Certificated Staff can work with small groups of students who need extra support in understanding math concepts.</p> <p>Individualized Assistance: For students who need more intensive support, Certificated Staff can work one-on-one to address specific areas of difficulty. They can provide targeted interventions and help students work through challenges at their own pace.</p> <p>Assistance with Assignments: Certificated Staff can assist students with completing math assignments. This may involve explaining instructions, breaking down problems into manageable steps, and providing guidance as students work through problems.</p> <p>Differentiation: Certificated Staff can collaborate with classroom teachers to implement differentiated instruction strategies. They can adapt materials and activities to meet the diverse needs of students, ensuring that everyone has access to the core math curriculum.</p> <p>Building Confidence: Certificated Staff can offer encouragement and support to students who may feel discouraged or frustrated with math. By providing positive reinforcement and celebrating small victories, they can help build students' confidence and motivation.</p> <p>Monitoring Progress: Certificated Staff can track students' progress in math and communicate regularly with teachers about areas of growth and areas that may require further support. This helps ensure that interventions are effective, and adjustments can be made as needed.</p> <p>Building Relationships: Certificated Staff can establish positive relationships with students built on trust and respect. By forming connections with students, they can create a supportive learning environment where students feel comfortable asking for help and taking risks in their learning.</p>	ALL	<p>10,000</p> <p>Title I</p> <p>1120 Teacher Temp Certificated Time Card</p> <p>2,498</p> <p>Title I</p> <p>3000 Benefits Certificated Time Card Benefits</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K - 6th Math iReady Universal Screener	During the 2023 - 2024 school year, 82% of K-6 grade student will perform at or above on the Middle of the Year (MOY iReady Universal Screener in Mathematics.	BOY 2023: 11% at grade level w/ additional 51% ready for grade level content MOY: 2024: 26% at grade level w/ 52% ready for grade level content This goal was nearly met at 78%
3rd - 6th Grade CAASPP Math Assessment	During the 2023 - 2024 school year, 40% of the 3rd - 6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.	Goal: 40% by 2022 - 23 2021-2022 33% Met or Above 2022 - 2023 31% Met or Above 2% decrease and goal not met. 2023-2024 CAASPP Data is not available at this date.

Analysis

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

Set expectations of manipulative use for developing number sense in grades K-3
Provided release time to teachers to analyze and plan for their math pacing.
Utilize a math intervention teacher to support intermediate students.
Development of a CAASPP testing schedule to minimize student testing fatigue.
Borchardt Elementary School did not meet the articulated benchmark goals for for universal measures in Math by the middle of the year. During the 2023-2024 school year the following universal measures the number of students at or above grade level/students proficient from the Middle of the Year (MOY) 2023 to Middle of the Year (MOY) 2024. K - 6th Math iReady Universal Screener BOY 2023: 11% at grade level w/ additional 51% ready for grade level content MOY: 2024: 26% at grade level w/ 52% ready for grade level content. This goal was nearly met at 78%.
3rd - 6th Grade CAASPP Math Assessment, Goal: 40% by 2022 - 23, 2021-2022 33% Met or Above, 2022 - 2023 31% Met or Above, 2% decrease and goal not met (2024 CAASPP Data is not available at this date.)

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

At Borchardt Elementary School we have established a material threshold of \$ 10,000. There are minimal material differences between the Proposed Expenditures and Estimated Actual Expenditures for Goal 2: Mathematics.

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.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of Mathematics. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices and needs of students to support in achieving goals for Math. The ongoing support and needed changes will be reflected in the 2024-2025 SPSA under Goal 2: Mathematics Goals and Strategies.

In addition:

For 2024 - 2025 create a 0.5 math intervention position to meet SPSA guidelines.

Consider math intervention focus for 2024-2025 SPSA; potential focus to primary grades for foundational skill intervention (number sense and numbers and operations).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Learner

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), 50% of Lois E. Borchardt Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal to which this School Goal is Aligned: LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area of growth. Borchardt ELL's increased by 10.2% on the California School's Dashboard and are in the blue performance band.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator reported by the California Dashboard	10.2% making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard.	15% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to: Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs.</p>	English Learners	<p>0 Title I 1150 Teacher Sub Subs for MTSS Data Conferences - See ELA Goal 1.2 0 Title I 3000 Benefits Sub Benefits - See ELA Goal 1.2</p>

	<p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>		
1.2	<p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>	English Learners	<p>0</p> <p>Title I</p> <p>4200 Books</p> <p>See ELA Goal 1.7</p> <p>0</p> <p>Title I</p> <p>5715 Print Shop</p> <p>iReady digital math supports -</p> <p>See ELA Goal 1.3</p> <p>0</p> <p>Title I</p> <p>4300 Materials</p> <p>Manipulatives, white boards, journals, flash cards, classroom posters, chart paper, color pencils, ruler, counters, dry erase, scissors, string, supplemental math resources. - See ELA Goal 1.3</p> <p>0</p> <p>Title I</p> <p>5875 Technology Licenses</p> <p>Additional technology licenses to support reading, music, science, and Math. - See ELA Goal 1.5 Technology Licenses - \$14,000</p> <p>0</p> <p>Title I</p> <p>4328 Warehouse Supplies</p> <p>Supplemental copy paper -</p> <p>See ELA Goal 1.3</p>
1.3	<p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>	English Learners	<p>Title III</p> <p>1900 Other Cert Salaries</p> <p>District ELD Coach</p>
1.7			
1.11			

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
English Learner Progress Indicator reported by the California Dashboard	52% of English Learners will make progress towards English language proficiency based on 2023 California School Dashboard.	Goal 52% making progress toward proficiency by MOY for 2023-2024 Dashboard Result: 57.2% making progress indicator moved to a BLUE level + 10.2 % growth 40 students reclassified as Fluent English Proficient

Analysis

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

English Language Learners were provided supports through small group vocabulary, phonics, and fluency practice daily, with their classroom teachers, platooning scheduling, Teacher on Special Assignment supports, and bilingual paraeducator supports. Borchardt purchased supplemental materials; Language Power to support ELD instruction. Borchardt provided professional development provided to teachers to support ELPAC testing and preparation. Borchardt provided six full-day professional development days for all classroom teachers and bilingual paraeducators. English Learner Progress Indicator reported by the California Dashboard. Goal 52% making progress toward proficiency by MOY for 2023-2024
Dashboard Result: 57.2% making progress indicator moved to a BLUE level . This goal was met with a + 10.2 % in growth. 40 students reclassified as Fluent English Proficient.

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

At Borchardt we have established a material threshold of \$ 10,000. There are no material differences between the proposed expenditures and the estimated actual expenditures for Goal 3: English Language Development.

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.

Interventions and student achievement will continue to be more aligned in the ongoing implementation of the Multi-Tier Systems and Supports Model in the area of English Language Development. Administration, teachers, and staff, will continue to closely examine data through the PLC process to determine goals for achievement and decipher ongoing best teaching practices to support in achieving goals for ELD. The ongoing supports and needed changes will be reflected in the 2024-2025 SPSA under Goal 3: English Language Development Goals and Strategies.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Current levels of parent involvement are inconsistent and often limited to occasional events or meetings, resulting in missed opportunities for sustained collaboration between parents and educators. This gap hinders the holistic support of students' educational journey and the establishment of a strong school community

Many parents express a desire to be more engaged in their children's education and school community, but face barriers such as conflicting schedules, limited communication channels, and unclear expectations regarding their involvement. This gap highlights the need for a more accessible and inclusive approach to parent engagement that accommodates diverse schedules and preferences while clearly defining the roles and benefits of active involvement in the educational process.

Feedback from parents indicates a limited awareness about the school's academic and extracurricular offerings, leading to missed opportunities for students to participate fully in available programs. Improved parent involvement is crucial to effectively communicate these opportunities and ensure that students benefit from a well-rounded educational experience that aligns with their interests and aspirations

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Back to School Night parent/family attendance	55%	60% (increase by 5%)
Parent Teacher Conferences parent/family attendance	93%	98% (increase by 5%)
ELAC parent/family attendance	3%	8% (increase by 5%)

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>School-Community Organized Events/Activities</p> <p>Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community to include Bingo-for-Books, Talent Show, Running Club, PTO, Music Night, Movie Night, STEAM Night, Wax Museum, Awards Assemblies, and Sixth Grade Promotion.</p> <p>Fingerprinting Services for Parent Volunteers</p>	ALL	<p>2,494</p> <p>Title I: Parent Involvement 5800 Prof and Operating/Consultants Jump Into English Level 3, Parent Cafe, Parent Professional Development 0</p> <p>Title I 5800 Prof and Operating/Consultants See PD 5.3 - Outside vendors for events such as Literacy, Math, or Science Nights 500</p> <p>Title I: Parent Involvement 4325 Food For Meetings Open P.O. 1,200</p> <p>Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting Vendor 1,250</p> <p>Title I: Parent Involvement 2120 Para Temp Bilingual Para Translation Time Card 500</p> <p>Title I: Parent Involvement 3000 Benefits Bilingual Para Translation Time Card Benefits</p>
1.2	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements</p>	ALL	<p>0</p> <p>Title I: Parent Involvement 4300 Materials See PI 4.1 for Funding Allocation</p>

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Back To School Night	79% of kindergarten parents will participate in BTSN during the 2023-2024 school year. 51% of 1st-6th parents will participate in BTSN during the 2023-2024 school year.	Back to School Night Kindergarten Goal: 79% Actual: 55% Goal not met First - Sixth Grades Goal: 51 % (550+) parents to participate in 2023-24 Actual: 67% (368) parents participated in BTSN Goal met
Parent Teacher Conferences	91% of parents will participate in parent/teacher conferences during the 2023-2024 school year.	Parent Teacher Conferences Goal: 91% Actual: 93% Goal met.
ELAC	6%+ of parents will participate in ELAC during the 2023-2024 school year.	Goal : 6% Actual: 3% Goal not met.

Analysis

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

Increased communication channels for parent events to include text, emails, flyers, as well as phone calls.
 Printed flyers for every parent event (translated)
 Regular SMORE bulletins sent out weekly on Sunday's at 6pm
 Provided childcare for families with infants/children to attend meetings.
 Shared information for Jump into English opportunities for adults.
 Back to School Night, Parent Teacher Conferences meet the articulated goals for first through sixth grades. Back to School Night Goal: 51 % (550+) parents to participate in 2023-24, Actual: 67% (368) parents participated in BTSN. Goal met. Parent Teacher Conferences goal; Parent Teacher Conferences Goal: 91%, Actual: 93%. Goal met.
 Our ELAC goal was not met; Goal : 6%, Actual: 3%, Goal not met.

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

At Borchardt we have established a material threshold of \$ 2,000. There were minimal material differences between the Proposed Expenditures and the Estimated Actual Expenditures for Goal 4: Parent Involvement.

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 will continue to provide opportunities for parent involvement, participation, and communication in district and school sponsored activities and professional development.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Borchardt will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework. In addition, provide students with educational and academic, behavioral, and social-emotional development opportunities to increase metrics rates.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified English Language Arts and Math and notable performance gaps among student groups on Dashboard indicators such as CAASPP and Ca School Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of support aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Professional Development Trainings, Meetings, and PLCs	New Metric	95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets
ELA K-2 DIBELS Assessment 2nd-6th iReady MOY ELA Assessment	DIBELS During the 2023-2024 school year, 64% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.	DIBELS During the 2024-2025 school year, 69% (goal 5% increase) of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.

	<p>Grade K- 59%</p> <p>Grade 1- 64%</p> <p>Grade 2- 70%</p> <p>iReady</p> <p>During the 2023-2024 school year, 26.4% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>Grade 2- 0%</p> <p>Grade 3- 38%</p> <p>Grade 4- 25%</p> <p>Grade 5- 33%</p> <p>Grade 6- 36%</p>	<p>Grade K- 64%</p> <p>Grade 1- 69%</p> <p>Grade 2- 75%</p> <p>iReady</p> <p>During the 2024-2025 school year, 31% (goal 5% increase) of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>Grade 2- 5%</p> <p>Grade 3- 43%</p> <p>Grade 4- 30%</p> <p>Grade 5- 38%</p> <p>Grade 6- 41%</p>
Math K-6th iReady MOY Math Assessment	<p>During the 2023-24 school year, 25% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K-32%</p> <p>Grade 1- 16%</p> <p>Grade 2- 22%</p> <p>Grade 3- 16%</p> <p>Grade 4- 20%</p> <p>Grade 5- 32%</p> <p>Grade 6- 39%</p>	<p>During the 2024-25 school year, 30% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K-37%</p> <p>Grade 1- 21%</p> <p>Grade 2- 27%</p> <p>Grade 3- 21%</p> <p>Grade 4- 25%</p> <p>Grade 5- 37%</p> <p>Grade 6- 44%</p>
Attendance ADA by Year from PowerBI	<p>2022 - 2023</p> <p>91.98%</p>	<p>Increase ADA by year by 2%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains. (During the contracted school day)</p> <p>District Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * SIPPS (TOSA and CORE Consultant) * iReady Co-Planning Co-Teaching * iReady PL - 2 times per year <p>Site Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> * RCA * Get Your Teach On * GATE Conference 	ALL	<p>12,000</p> <p>Title I</p> <p>5220 Conference RCA, GYTO, GATE conference</p> <p>0</p> <p>Title I</p> <p>1150 Teacher Sub SIPPS (TOSA and CORE Consultant)</p> <p>iReady Co-Planning Co- Teaching</p> <p>iReady PL - 2 times per year</p> <p>0</p> <p>Title I</p> <p>3000 Benefits Teacher Sub Benefits</p>

<p>1.2</p>	<p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p>Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p>	<p>ALL</p>	<p>13,000 Title I 5872 Field Trips Study Trips to enhance ELA, Math, Science, and Social Studies 1,000 Title I 5712 Transportation Transportation for Study Trips</p>
<p>1.3</p>	<p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal</p>	<p>ALL</p>	<p>11,000 Title I 5800 Prof and Operating/Consultants Educational Assemblies</p>

<p>stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>		
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
TK- 6 MTSS Professional Development Framework	100% of teacher of teachers will have participated in the TK-6 MTSS Professional Development Framework during the 2023 - 2024 school year.	100% of teachers participated in the TK-6 MTSS Professional Development Framework during the 2023 - 2024 school year.

Analysis

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

Teachers participated in professional development activities to include data conferences, CORE, iReady Math, English Language Development, Get Your Teach On. There were no major differences between the two. TK-6 MTSS Professional Development Framework, 100% of teachers participated in the TK-6 MTSS Professional Development Framework during the 2023 - 2024 school year.

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

At Borchardt we have established a material threshold of \$ 10,000. There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures under the actions/services in Goal 5: Professional Development.

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's continued implementation of the Multi Tier Systems and Supports will drive the ongoing needs for professional development. The changes and ongoing supports will be reflected in the 2023-2024 SPSA under Goal 1: ELA and Goal 2: Mathematics.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Social-Emotional/Behavioral

Borchardt Elementary School will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are a few areas that emerged that require improvement. Specifically, we have identified notable performance gaps among students with disabilities and students with two or more races on the CA Dashboard. These student groups will be addressed in the ATSI Goal 7.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	ALL Student Group (Yellow) is 29.6% who are chronically absent. Which is an increase/decrease of 13.6%.	ALL Student Group will remain Yellow by increasing by 3 points. If Borchardt stays the same or decreases points, we will go to Red.
CA Dashboard - Suspension Rate	ALL Student Group (Yellow) is 2.7%. Which is an increase/decrease of 0 points.	ALL Student Group will be Green. Which is an increase/decrease of .3 points.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2023-2024 Local Data: Tier 1 TFI Score 93% Tier 2 TIF Score 100% Tier 3 TIF Score 100%	2024-2025 Local Data: Tier 1 TFI Score 95% Tier 2 TIF Score 100% Tier 3 TIF Score 100%
PBIS Recognition	Platinum for the 2023-2024 School Year	Continued Platinum for the 2024-2025 School Year

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.	ALL	0 Title I 5220 Conference See PD 5.1
1.2	<p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components.</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>	ALL	0 Title I 5800 Prof and Operating/Consultants See PD 5.3

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Analysis

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

New Goal for the 2023-2024 school year

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

New Goal for the 2023-2024 school year

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.

New Goal for the 2023-2024 school year

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Additional Targeted Support and Improvement (ATSI)

The educational outcomes of our Student with Disabilities and Two or More Races will mirror that of the general population (All Students group on the dashboard) for Suspension Rate

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

CDE CA Dashboard Data for the 2022-23 school year indicates that Borchardt Elementary School is in the Red for Suspension Rates for the student groups: Students with Disabilities and Two or More Races

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	8.1% (Red) of Students with Disabilities were suspended at least one day as demonstrated on the 2023 CA Dashboard. 7.8% (Red) of Two or More Races students were suspended at least one day as demonstrated on the 2023 CA Dashboard.	Borchardt will reduce the suspension rate for Students with Disabilities to 7.8% to obtain Orange as measured by the 2024 CA Dashboard. Borchardt will reduce the suspension rate for Two or More Races students to 7.5% to obtain Orange as measured by the 2024 CA Dashboard.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	To address suspension rates for students with disabilities and two or more races using MTSS (Multi-Tiered System of Supports) Data Conferences and Analysis, we will implement the following steps: Provide Release Time for Teachers:	Student with Disabilities and Two or More Races Student Group	0 Title I 1150 Teacher Sub See ELA 1.2

	<p>Allocate dedicated time for teachers to engage in data analysis and collaborative planning.</p> <p>Offer structured release time to ensure teachers can focus on analyzing data and developing intervention strategies effectively.</p> <p>Analyze Universal Screeners and Data: Review universal screeners and state/local data to identify trends in suspension rates for students with disabilities and two or more races.</p> <p>Analyze data to pinpoint specific areas for improvement and potential factors contributing to higher suspension rates.</p> <p>Collaborate and Plan with Best Practices: Facilitate collaborative meetings where teachers can share insights, discuss best practices, and brainstorm intervention strategies.</p> <p>Encourage cross-disciplinary collaboration to ensure a holistic approach to addressing student needs.</p> <p>Develop Targeted Intervention Strategies: Foster collaboration among teachers to develop targeted intervention strategies tailored to the needs of students with disabilities and two or more races.</p> <p>Utilize evidence-based practices and interventions known to be effective for diverse student populations.</p> <p>Tailor Instructional Practices Based on Data Insights: Use data insights to tailor instructional practices and interventions to address the diverse needs of students.</p> <p>Provide professional development opportunities to support teachers in implementing effective instructional strategies.</p> <p>Include Specialists in the Collaborative Approach: Involve specialists such as speech therapists, resource specialists, and intervention teachers in data conferences and planning sessions.</p> <p>Adopt a counselor-tiered approach to address the social-emotional needs of students and support their overall well-being.</p> <p>Utilize Data Collection Sheets for Progress Tracking: Implement data collection sheets to track individual student progress and monitor the effectiveness of interventions.</p> <p>Regularly review and analyze progress data to make informed decisions about ongoing support and adjustments to interventions.</p> <p>Evaluate Intervention Effectiveness for Continuous Improvement: Continuously evaluate the effectiveness of interventions and instructional strategies through ongoing data analysis.</p> <p>Use evaluation findings to refine and improve intervention approaches, ensuring they remain responsive to student needs.</p>		
1.2	To address suspension rates for students with disabilities and two or more races using Professional Development Opportunities and Training to support	Student with Disabilities and Two or More Races Student Group	0 Title I

<p>the Multi-Tiered System of Supports (MTSS) framework, Borchardt will take the following steps:</p> <p>Assess Current Needs and Challenges: Conduct a thorough assessment of current suspension rates and the specific challenges faced by students with disabilities and two or more races. Identify gaps in support and areas where additional training and professional development are needed.</p> <p>Provide Comprehensive MTSS Training: Offer comprehensive training on the MTSS framework to all school staff, including teachers, administrators, counselors, and support personnel. Ensure that training covers the principles of MTSS across academic, behavioral, and social-emotional domains.</p> <p>Include Evidence-Based Practices: Integrate evidence-based practices into MTSS training sessions, focusing on interventions that have been proven effective for improving student achievement and well-being. Provide examples of successful implementations of MTSS in diverse school settings to demonstrate its potential impact.</p> <p>Emphasize Collaboration and Data-Informed Decision Making: Stress the importance of collaboration among staff members in implementing MTSS effectively, including regular data meetings and collaborative problem-solving. Train staff on how to collect, analyze, and use data to inform decision-making processes within the MTSS framework.</p> <p>Address Behavioral Supports and Positive Discipline Strategies: Provide training on positive behavior interventions and supports (PBIS) within the context of MTSS to promote positive behavior and reduce suspension rates. Emphasize the importance of proactive and preventive approaches to behavior management, as well as restorative practices where appropriate.</p> <p>Monitor Progress and Adjust Training as Needed: Regularly monitor suspension rates and other relevant data indicators to assess the impact of MTSS training and interventions. Use feedback from staff members and stakeholders to continuously improve and refine MTSS training offerings.</p>		<p>5800 Prof and Operating/Consultants See PD 5.1</p>
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Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Schools Dashboard Target Multiple Races/Two or More	Goal Performance Level of 3.9% or less on 2023 California School Dashboard for Students with Disabilities.	Actual Performance Level 7.8% (4/51)

Analysis

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

To reduce suspension rates of students with disabilities and multiple races/two or more we will utilize counseling and mental health clinician staff, PBIS strategies, behavior contracts, and functional behavioral analysis and behavior intervention plans to support student.

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

There were no major differences between the two.

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's continued implementation of the Multi Tier Systems and Supports along with a focused needs assessment will drive the strategies/activities to achieve success for our Students with Disabilities and Two or More Races. The changes and ongoing supports will be reflected in the 2024-2024 SPSA under Goal 5: Professional Development and Goal 6: Social/Emotional and Behavioral.

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$288,161.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$288,161.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$282,217.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$282,217.00

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

State or Local Programs	Allocation (\$)
Central Title I	\$0.00
Title I: Parent Involvement	\$5,944.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$5,944.00

Total of federal, state, and/or local funds for this school: \$288,161.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
Title I	282,217.00
Title I: Parent Involvement	5,944.00

Expenditures by Budget Reference

Budget Reference	Amount
1120 Teacher Temp	10,000.00
1150 Teacher Sub	25,000.00
1900 Other Cert Salaries	37,838.00
2120 Para Temp	5,250.00
3000 Benefits	26,120.00
4200 Books	15,000.00
4275 E-Books	11,500.00
4300 Materials	64,000.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	750.00
4375 Technology (under \$500)	5,000.00
4400 Equipment (\$500-\$9,999)	15,000.00
4475 Technology (\$500-\$9,999)	20,000.00
5220 Conference	12,000.00
5712 Transportation	1,000.00
5715 Print Shop	693.00

5800 Prof and Operating/Consultants	14,694.00
5872 Field Trips	13,000.00
5875 Technology Licenses	10,816.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
1120 Teacher Temp	Title I	10,000.00
1150 Teacher Sub	Title I	25,000.00
1900 Other Cert Salaries	Title I	37,838.00
2120 Para Temp	Title I	4,000.00
3000 Benefits	Title I	25,620.00
4200 Books	Title I	15,000.00
4275 E-Books	Title I	11,500.00
4300 Materials	Title I	64,000.00
4328 Warehouse Supplies	Title I	750.00
4375 Technology (under \$500)	Title I	5,000.00
4400 Equipment (\$500-\$9,999)	Title I	15,000.00
4475 Technology (\$500-\$9,999)	Title I	20,000.00
5220 Conference	Title I	12,000.00
5712 Transportation	Title I	1,000.00
5715 Print Shop	Title I	693.00
5800 Prof and Operating/Consultants	Title I	11,000.00
5872 Field Trips	Title I	13,000.00
5875 Technology Licenses	Title I	10,816.00
2120 Para Temp	Title I: Parent Involvement	1,250.00
3000 Benefits	Title I: Parent Involvement	500.00
4300 Materials	Title I: Parent Involvement	0.00
4325 Food For Meetings	Title I: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	192,719.00
Goal 2	52,498.00
Goal 3	0.00
Goal 4	5,944.00
Goal 5	37,000.00
Goal 6	0.00
Goal 7	0.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jamie Moso	Principal
Amber Ramierz	Parent or Community Member
Naz Khan	Parent or Community Member
Satwinder Kaur	Parent or Community Member
Marcella Rodriguez	Classroom Teacher
Chanthou Thoeun	Parent or Community Member
Wilma Rusher	Other School Staff
Amy Briggs	Classroom Teacher
Hamdah Nassar	Classroom Teacher
Marissa George	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 4/23/24.

Attested:



Principal, Mrs. Jamie Moso on 05/13/2024



SSC Chairperson, Amber Ramirez on 05/14/2024