School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Boronda Meadows Elementary School	27-66142-0108068	May 28, 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 Boronda Meadows Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Boronda Meadows School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

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

Plan Description

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

This plan is being used by Boronda Meadows Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Boronda Meadows School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

Boronda Meadows School will meet ESSA requirements in alignment with the LCAP and other federal, state, and local programs by providing all students significant opportunities to receive a fair, equitable, and high quality educational opportunities to close the achievement gap. Aligning federally funded programs with the priority goals of the school. The planning process supports a continuous cycle of improvement. Input is gathered from school advisory groups that include PAC, SSC, ELAC.

Educational Partner Involvement

How, when, and with whom did Boronda Meadows Elementary 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

Boronda Meadows School strives to involve all it's education partners to determine the needs of the school.

Boronda Meadows takes great care to ensure there were ample opportunities for all Educational Partners to have a voice and provide input on best practices of spending allocations. Educational Partner meetings include the following:
a. Coffee/Cafecito with the Principal which is a monthly meeting with a focus on a particular area of student success (i.e. Chronic Absenteeism).
b. English Learner Advisory Committee
c. School Site Council

The above Educational Partners were involved in the planning process:

1 ELAC: This group meets monthly to discuss academic achievement to support for English Language Learners, opportunites for Parent involvmenet, & Community outreach.
2. School Site Councll (SSC): This group also meets monthly to review student achievement and progress, district initiatives or issues surrounding student performance and make recommendations around these topics.
3. Instructional Leadership Team (ILT): ILT consists of admin, teachers, MTSS Intervention Coach, and Academic Coach The primary goal of ILT is to increase student achievement and safety. We meet monthly meetings to review student data, develop a list of prioritiies, recommendations around professional developement.

Academic and attendance data, areas needing improvement, and next steps/actions were addressed at monthly school site council meetings.
Academic data, areas needing improvement, and next steps/actions were addressed, in relation to teacher professional development, at our Instructional Leadership Team Meetings.
Student attendance data, possible ways to increase student attendance, and action steps for addressing chronic absenteeism were discussed at our Attendance Leadership Team Meetings.
Student Behavior data, areas needing improvement, and next steps/actions were addressed at our Monthly site level Tier I and Tier II/III PBIS Meetings.
We also shared information regarding Title I services at our annual Title I meeting in September of 2023. The plan will also be presented to SSC and to ELAC in May .

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.

Not eligible for CSI or ATSI. Exited ATSI 2023-2024

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.

Subgroups of students in Red in English Language Arts include the following:

- All Students
- English Learners
- Socioeconomically Disadvantage
- Hispanic

Subgroups of students in Orange in English Language Arts include the following:

- Students with Disabilities
- Homeless

Subgroups of students in Orange in Mathematics include the following:

- English Learners
- Students with Disabilities

Steps towards include:

1. Begin with reducing Chronic Absenteeism. Students that are not in class don't receive the learning
a. We have daily and weekly incentives for individuals and classroom perfect attendance.

2. Hiring of Early Literacy Consultant from Monterey County of Education to work with Kinder - 2nd grade teachers on developing Science of Reading strategies and focus on learning to read.

3. Additional PD on phonics, phonemic awareness, Fluency, Vocabulary, Comprehension

4. . Purchase of Benchmark Phonics Curriculum

5 Hiring of Consultant to work directly with Academic coach on small groups and ELD.

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.

Subgroups of students in Red/Orange in English Language Arts and Mathematic include the following:

- English Learners
- Students with Disabilities

Helping English Language Learners (ELLs) succeed involves a combination of strategies tailored to their unique learning

needs, cultural backgrounds, and proficiency levels. Here are some effective steps Boronda Meadows will significantly enhance the learning experience for ELLs:

Create a Supportive Learning Environment:

Establish a classroom atmosphere that values diversity and encourages respect among all students.
Use visual aids, gestures, and other non-verbal cues to enhance understanding.
Encourage peer support systems, pairing or grouping ELLs with fluent English speakers for collaborative projects.

Adapt Your Teaching Strategies:

Incorporate language objectives in your lesson planning, focusing not just on content but also on language development.
Use scaffolding techniques, like breaking tasks into smaller, manageable parts and providing examples or sentence starters.
Implement differentiated instruction to meet the diverse needs of ELLs at different proficiency levels.

Leverage Technology and Multimedia:

Integrate language learning apps and online resources that are designed for ELLs.
Use videos, audio, and interactive games to engage students and enhance their listening and speaking skills.
Encourage the use of language learning software that allows for personalized pacing and content.
Enhance Literacy Development:

Focus on vocabulary building as a cornerstone for language development. Introduce new words in context and provide ample opportunities for practice.
Use shared reading and writing activities to model fluency and comprehension strategies.
Include a variety of texts (stories, informational texts, poems) that reflect students' interests and cultural backgrounds.

Encourage Oral Language Practice:

Provide ample opportunities for speaking and listening practice through discussions, presentations, and role-plays.
Use think-pair-share strategies to give ELLs time to formulate their thoughts and responses in English.
Offer feedback that is constructive and focuses on content understanding as well as language use.
Engage Families and Communities:

Communicate with families in their home language whenever possible to establish a partnership in their child's education.
Provide resources and strategies for parents to support English learning at home.
Involve community members who can serve as language models or cultural liaisons.

Assess Progress Thoughtfully:

Use a variety of assessment methods (oral, written, projects) to gauge language proficiency and content understanding.
Provide ELLs with feedback that highlights their strengths and areas for improvement.
Adjust teaching strategies based on assessment outcomes to better meet the needs of ELLs.

Professional Development and Collaboration:

Participate in workshops and training specifically designed for teaching ELLs.
Collaborate with ESL specialists, sharing strategies and resources to support language learners.
Stay informed about the latest research and best practices in ESL teaching.
Implementing these steps requires patience, flexibility, and a commitment to continuous learning and adaptation. By focusing on these areas, educators can create an inclusive and effective learning environment that supports the academic and linguistic
growth of English Language Learners.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Boronda Meadows Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.34%	0.50%		2	3
African American	%	0.84%	1.17%		5	7
Asian	%	0.17%	0.17%		1	1
Filipino	%	0.67%	0.50%		4	3
Hispanic/Latino	%	94.78%	94.67%		563	568
Pacific Islander	%	0%	0.33%		0	2
White	%	1.68%	1.50%		10	9
Multiple/No Response	%	1.01%	0.67%		6	4
	Total Enrollment				594	600

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		62	68
Grade 1		96	66
Grade 2		87	91
Grade3		93	87
Grade 4		90	95
Grade 5		74	96
Grade 6		92	78
Total Enrollment		594	600

Conclusions based on this data:

1. Overall student enrollment is decreasing.
2. Our largest ethnic subgroup is the hispanic/latino subgroup.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	408	356	354	58.10%	64.4%	59.0%
Fluent English Proficient (FEP)	87	97	75	18.00%	13.7%	12.5%
Reclassified Fluent English Proficient (RFEP)				5.2%		

Conclusions based on this data:

1. The number of English Learners has decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	89	97	0	88	97	0	88	97	0.0	98.9	100.0
Grade 4	99	71	93	0	67	92	0	67	92	0.0	94.4	98.9
Grade 5	106	95	78	0	93	78	0	93	78	0.0	97.9	100.0
Grade 6	94	98	91	0	97	88	0	97	88	0.0	99.0	96.7
All Grades	384	353	359	0	345	355	0	345	355	0.0	97.7	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2363.	2370.		13.64	7.22		9.09	11.34		20.45	37.11		56.82	44.33
Grade 4		2413.	2395.		11.94	6.52		16.42	10.87		14.93	26.09		56.72	56.52
Grade 5		2428.	2405.		5.38	3.85		16.13	11.54		26.88	16.67		51.61	67.95
Grade 6		2451.	2467.		6.19	5.68		18.56	18.18		19.59	26.14		55.67	50.00
All Grades	N/A	N/A	N/A		8.99	5.92		15.07	12.96		20.87	27.04		55.07	54.08

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.82	7.22		55.68	61.86		37.50	30.93
Grade 4		5.97	4.35		55.22	59.78		38.81	35.87
Grade 5		4.30	2.56		55.91	48.72		39.78	48.72
Grade 6		5.15	6.82		38.14	40.91		56.70	52.27
All Grades		5.51	5.35		50.72	53.24		43.77	41.41

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.23	5.15		37.50	55.67		52.27	39.18
Grade 4		10.45	5.43		50.75	48.91		38.81	45.65
Grade 5		4.30	1.28		48.39	38.46		47.31	60.26
Grade 6		7.22	3.41		46.39	55.68		46.39	40.91
All Grades		7.83	3.94		45.51	50.14		46.67	45.92

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.55	6.19		73.86	75.26		21.59	18.56
Grade 4		5.97	6.52		74.63	66.30		19.40	27.17
Grade 5		3.23	5.13		73.12	74.36		23.66	20.51
Grade 6		12.37	3.41		58.76	70.45		28.87	26.14
All Grades		6.67	5.35		69.57	71.55		23.77	23.10

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.95	8.25		52.27	60.82		39.77	30.93
Grade 4		10.45	3.26		62.69	68.48		26.87	28.26
Grade 5		6.45	2.56		55.91	51.28		37.63	46.15
Grade 6		9.28	11.36		53.61	61.36		37.11	27.27
All Grades		8.41	6.48		55.65	60.85		35.94	32.68

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Conclusions based on this data:

1. We are no longer in ATSI status. However, we plan to use inclusion strategies with more SWD and to have SWD test w/ support staff when possible. We are also focusing more on chronic absenteeism which we have reduced by 12%

2. % of students "Standard Not Met" decreased in all grade levels. % of students "Standard Nearly Met" increased significantly except for our 5th grade class. (Unfortunately we had two new teachers in this area as our previous veteran teachers moved grade levels or into a TOSA position. % of students in both "Standard Met or Exceeded" all decreased except for 4th grade. Students still struggled with CAASPP testing as they didn't have enough exposure to the type of questions asked. Our focus going forward will be to implement more FIAB's, IAB's, ICA's during the regular course of the year to better prepare our students to the type of questioning. Students did score much higher on the district benchmark assessments. We anticipate better scores this year for targeted grade levels.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	85	89	97	0	89	97	0	89	97	0.0	100.0	100.0
Grade 4	99	71	93	0	67	92	0	67	92	0.0	94.4	98.9
Grade 5	106	95	78	0	93	78	0	93	78	0.0	97.9	100.0
Grade 6	94	98	91	0	97	88	0	97	88	0.0	99.0	96.7
All Grades	384	353	359	0	346	355	0	346	355	0.0	98.0	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.	2389.		3.37	6.19		17.98	19.59		28.09	31.96		50.56	42.27
Grade 4		2409.	2426.		5.97	3.26		10.45	18.48		34.33	41.30		49.25	36.96
Grade 5		2440.	2409.		3.23	3.85		15.05	3.85		24.73	19.23		56.99	73.08
Grade 6		2445.	2470.		2.06	10.23		13.40	17.05		30.93	27.27		53.61	45.45
All Grades	N/A	N/A	N/A		3.47	5.92		14.45	15.21		29.19	30.42		52.89	48.45

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.74	14.43		44.94	44.33		48.31	41.24
Grade 4		8.96	5.43		37.31	53.26		53.73	41.30
Grade 5		9.68	3.85		44.09	23.08		46.24	73.08
Grade 6		6.19	9.09		37.11	46.59		56.70	44.32
All Grades		7.80	8.45		41.04	42.54		51.16	49.01

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.74	7.22		46.07	49.48		47.19	43.30
Grade 4		7.46	2.17		35.82	56.52		56.72	41.30
Grade 5		3.23	3.85		44.09	37.18		52.69	58.97
Grade 6		3.09	9.09		45.36	48.86		51.55	42.05
All Grades		4.91	5.63		43.35	48.45		51.73	45.92

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.87	8.25		62.92	68.04		29.21	23.71
Grade 4		7.46	4.35		37.31	61.96		55.22	33.70
Grade 5		3.23	3.85		51.61	53.85		45.16	42.31
Grade 6		0.00	6.82		57.73	54.55		42.27	38.64
All Grades		4.34	5.92		53.47	60.00		42.20	34.08

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Conclusions based on this data:

1. We are no longer in ATSI status. However, we plan to use inclusion strategies with more SWD and to have SWD test w/ support staff when possible. We are also focusing more on chronic absenteeism which we have reduced by 12%

2. % of students "Standard Not Met" decreased in all grade levels. % of students "Standard Nearly Met" increased significantly except for our 5th grade class. (Unfortunately we had two new teachers in this area as our previous veteran teachers moved grade levels or into a TOSA position. % of students in both "Standard Met or Exceeded" all increased except for 5th grade. Students still struggled with CAASPP testing as they didn't have enough exposure

to the type of questions asked. Our focus going forward will be to implement more FIAB's, IAB's, ICA's during the regular course of the year to better prepare our students to the type of questioning. Students did score much higher on the district benchmark assessments. We anticipate better scores this year for targeted grade levels.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1386.1	1370.6	1369.8	1400.1	1379.2	1383.2	1353.4	1350.5	1338.5	56	72	41
1	1426.5	1403.8	1375.6	1442.3	1415.0	1379.6	1410.5	1391.9	1371.1	67	56	75
2	1459.3	1452.6	1425.9	1457.6	1451.9	1431.8	1460.6	1453.0	1419.5	58	60	53
3	1467.1	1466.3	1489.6	1470.5	1455.5	1495.7	1463.2	1476.5	1483.3	53	51	55
4	1490.5	1506.6	1491.1	1495.9	1499.9	1481.9	1484.7	1513.0	1499.8	55	43	49
5	1506.3	1514.4	1505.2	1503.5	1511.2	1495.3	1508.6	1517.0	1514.4	62	48	38
6	1508.6	1525.7	1535.2	1511.1	1518.7	1534.7	1505.5	1532.2	1535.2	37	53	40
All Grades										388	383	351

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	0.00	4.88	14.29	13.89	19.51	26.79	37.50	17.07	51.79	48.61	58.54	56	72	41
1	7.46	1.79	2.67	28.36	8.93	14.67	32.84	28.57	20.00	31.34	60.71	62.67	67	56	75
2	10.34	6.67	1.89	22.41	35.00	26.42	43.10	35.00	37.74	24.14	23.33	33.96	58	60	53
3	5.66	7.84	16.36	24.53	21.57	41.82	30.19	43.14	25.45	39.62	27.45	16.36	53	51	55
4	12.73	16.28	6.12	21.82	32.56	36.73	43.64	41.86	42.86	21.82	9.30	14.29	55	43	49
5	14.52	12.50	10.53	29.03	39.58	44.74	35.48	41.67	23.68	20.97	6.25	21.05	62	48	38
6	13.51	18.87	30.00	27.03	41.51	32.50	35.14	22.64	25.00	24.32	16.98	12.50	37	53	40
All Grades	10.05	8.36	9.40	23.97	26.63	29.63	35.31	35.51	27.35	30.67	29.50	33.62	388	383	351

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.36	5.56	7.32	23.21	15.28	21.95	23.21	29.17	14.63	48.21	50.00	56.10	56	72	41
1	25.37	1.79	10.67	26.87	19.64	16.00	29.85	37.50	26.67	17.91	41.07	46.67	67	56	75
2	17.24	15.00	9.43	25.86	35.00	28.30	41.38	35.00	32.08	15.52	15.00	30.19	58	60	53
3	24.53	11.76	45.45	26.42	27.45	29.09	22.64	33.33	12.73	26.42	27.45	12.73	53	51	55
4	32.73	27.91	24.49	27.27	46.51	44.90	25.45	18.60	16.33	14.55	6.98	14.29	55	43	49
5	32.26	27.08	18.42	40.32	52.08	60.53	14.52	14.58	10.53	12.90	6.25	10.53	62	48	38
6	16.22	33.96	55.00	45.95	45.28	22.50	24.32	7.55	17.50	13.51	13.21	5.00	37	53	40
All Grades	22.42	16.45	23.36	30.15	32.90	30.20	26.03	25.85	19.66	21.39	24.80	26.78	388	383	351

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	10.71	0.00	0.00	5.36	9.72	12.20	30.36	38.89	31.71	53.57	51.39	56.10	56	72	41
1	5.97	1.79	0.00	14.93	5.36	12.00	26.87	17.86	14.67	52.24	75.00	73.33	67	56	75
2	6.90	6.67	0.00	24.14	33.33	18.87	25.86	21.67	30.19	43.10	38.33	50.94	58	60	53
3	1.89	3.92	1.82	9.43	13.73	34.55	37.74	49.02	34.55	50.94	33.33	29.09	53	51	55
4	3.64	13.95	2.04	10.91	23.26	26.53	38.18	30.23	42.86	47.27	32.56	28.57	55	43	49
5	4.84	4.17	2.63	14.52	20.83	21.05	46.77	43.75	42.11	33.87	31.25	34.21	62	48	38
6	5.41	9.43	12.50	8.11	24.53	22.50	40.54	41.51	37.50	45.95	24.53	27.50	37	53	40
All Grades	5.67	5.22	2.28	12.89	18.28	20.80	34.79	34.46	31.62	46.65	42.04	45.30	388	383	351

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	9.72	4.88	71.43	59.72	41.46	16.07	30.56	53.66	56	72	41
1	31.34	10.71	16.00	58.21	73.21	44.00	10.45	16.07	40.00	67	56	75
2	20.69	13.33	13.21	62.07	75.00	62.26	17.24	11.67	24.53	58	60	53
3	20.75	19.61	23.64	60.38	60.78	58.18	18.87	19.61	18.18	53	51	55
4	27.27	62.79	30.61	61.82	25.58	59.18	10.91	11.63	10.20	55	43	49
5	27.42	8.33	39.47	59.68	77.08	42.11	12.90	14.58	18.42	62	48	38
6	13.51	22.64	22.50	62.16	62.26	70.00	24.32	15.09	7.50	37	53	40
All Grades	22.68	19.32	20.80	62.11	62.92	53.56	15.21	17.75	25.64	388	383	351

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	2.78	7.32	33.93	31.94	51.22	58.93	65.28	41.46	56	72	41
1	13.43	0.00	10.67	61.19	46.43	36.00	25.37	53.57	53.33	67	56	75
2	17.24	16.67	13.21	63.79	68.33	54.72	18.97	15.00	32.08	58	60	53
3	29.17	17.65	54.55	33.33	47.06	34.55	37.50	35.29	10.91	48	51	55
4	57.14	27.91	20.83	30.95	60.47	66.67	11.90	11.63	12.50	42	43	48
5	42.59	61.70	36.84	38.89	36.17	52.63	18.52	2.13	10.53	54	47	38
6	43.24	47.17	67.50	43.24	39.62	27.50	13.51	13.21	5.00	37	53	40
All Grades	27.62	22.77	28.29	45.03	46.60	45.43	27.35	30.63	26.29	362	382	350

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.57	0.00	0.00	48.21	61.11	41.46	48.21	38.89	58.54	56	72	41
1	13.43	3.57	4.00	31.34	28.57	22.67	55.22	67.86	73.33	67	56	75
2	20.69	8.33	1.89	41.38	55.00	58.49	37.93	36.67	39.62	58	60	53
3	0.00	1.96	0.00	37.74	43.14	54.55	62.26	54.90	45.45	53	51	55
4	3.64	9.30	0.00	40.00	51.16	59.18	56.36	39.53	40.82	55	43	49
5	3.23	10.42	10.53	62.90	56.25	52.63	33.87	33.33	36.84	62	48	38
6	10.81	18.87	12.50	21.62	28.30	35.00	67.57	52.83	52.50	37	53	40
All Grades	7.99	7.05	3.70	41.49	46.74	45.01	50.52	46.21	51.28	388	383	351

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	17.86	9.72	17.07	23.21	31.94	36.59	58.93	58.33	46.34	56	72	41
1	5.97	1.79	1.33	53.73	30.36	33.33	40.30	67.86	65.33	67	56	75
2	8.62	11.67	1.89	41.38	53.33	56.60	50.00	35.00	41.51	58	60	53
3	3.77	7.84	27.27	52.83	80.39	54.55	43.40	11.76	18.18	53	51	55
4	7.27	25.58	12.24	58.18	51.16	75.51	34.55	23.26	12.24	55	43	49
5	8.06	12.50	13.16	67.74	72.92	63.16	24.19	14.58	23.68	62	48	38
6	5.41	15.09	35.00	75.68	75.47	52.50	18.92	9.43	12.50	37	53	40
All Grades	8.25	11.49	13.96	52.32	54.83	51.85	39.43	33.68	34.19	388	383	351

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Writing is a weak area for most grades. Our staff focused on rigorous writing prompts and rubrics during data meetings.

2. % of students in levels 3 and 4 increased. % of students in level 2 decreased. % of students in level 1 increased. This continues to show the ongoing problem we have with our EL students. This year we are bringing in an Expert from our County office to focus on small group and ELD. They will be working with all teachers to better address the needs of our EL students. In addition, they will help our teachers focus on specific strategies that will help our students grow.

3. Teachers and students need to be familiar with the listening/reading/speaking/writing task demands.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
594	**82.2**	**59.9**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Boronda Meadows Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	356	59.9
Foster Youth		
Homeless	180	30.3
Socioeconomically Disadvantaged	488	82.2
Students with Disabilities	71	12

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	5	0.8
American Indian	2	0.3
Asian	1	0.2
Filipino	4	0.7
Hispanic	563	94.8
Two or More Races	6	1
White	10	1.7

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Red	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Blue
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

1. Significant improvement has been made in reducing the suspension rate and chronic absenteeism.
2. English Language Arts is the area of greatest need.

School and Student Performance Data

Academic Performance

English Language Arts

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
3	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students
71 points below standard	89.5 points below standard	1 Student
Decreased -3.9 points	Decreased -11.9 points	
335 Students	214 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Red	 Orange
96.2 points below standard	73.4 points below standard	126.7 points below standard
Increased +6.1 points	Maintained -1.7 points	Increased Significantly +29.5 points
85 Students	279 Students	40 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 70.6 points below standard Decreased -3 points 320 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
112.7 points below standard Maintained -2.9 points 159 Students	22.5 points below standard Decreased Significantly -19.2 points 55 Students	60.8 points below standard Maintained -1.6 points 77 Students

Conclusions based on this data:

1. The area of greatest need for All Students and English Learner student subgroups is English Language Arts.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
72.5 points below standard	85.1 points below standard	
Increased +6.6 points	Maintained -2.1 points	1 Student
335 Students	214 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Yellow	 Orange
87.8 points below standard	75.1 points below standard	131.6 points below standard
Increased Significantly +21.3 points	Increased +4.4 points	Increased Significantly +36.6 points
85 Students	279 Students	40 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 72.6 points below standard Increased +6.4 points 320 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 4 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
106.7 points below standard Increased +6 points 159 Students	22.9 points below standard Decreased -8.4 points 55 Students	74.2 points below standard Increased +12.7 points 77 Students

Conclusions based on this data:

1. The subgroup of students with the greatest need are Students with Disabilities.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange
45.1% making progress towards English language proficiency
Number of EL Students: 295 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
42	120	0	133

Conclusions based on this data:

1. Approximately 45.1% of English Learners have made progress toward English language proficiency.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
24.4% Chronically Absent	17.9% Chronically Absent	1 Student
Declined Significantly -13.2	Declined Significantly -16.1	
632 Students	392 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
24.6% Chronically Absent	24.8% Chronically Absent	27.2% Chronically Absent
Declined Significantly -16.1	Declined Significantly -13.3	Declined -20.8
199 Students	537 Students	81 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 24.1% Chronically Absent Declined Significantly -13.9 601 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students

Conclusions based on this data:

1. All Students, Socioeconomically Disadvantaged and English Learner subgroup of students rate of chronic absenteeism has declined significantly.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Blue	 Blue	Less than 11 Students
0.3% suspended at least one day	0% suspended at least one day	1 Student
Declined -0.7	Declined -0.9	
650 Students	398 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Blue	 Blue	 Blue
0% suspended at least one day	0.2% suspended at least one day	0% suspended at least one day
Declined Significantly -1.4	Declined -0.7	Declined -1
203 Students	550 Students	82 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0.2% suspended at least one day Declined -0.8 618 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

Conclusions based on this data:

1. Suspension rates remain in the Blue for all student groups.

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.

Fostering Inclusive Academic Excellence
All Teachers will incorporate small group instruction in their classroom to increase the quality of differentiated instruction. Teachers will be provided with opportunities for professional development and collaboration Staff will participate in classroom visits to gain insights on best practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

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.

Boronda Meadows showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:
All students: 54.08% Standard Not Met (Level 1)
English Learners: 72.53% Standard Not Met (Level 1)
Hispanic: 53.53% Standard Not Met (Level 1)
Socioeconomically Disadvantaged: 54.58% Standard Not Met (Level 1)

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
BPST/Fluency/Star Early Literacy Screener Data in grades Kindergarten and 1st grade	78.1% are not at or above grade level.	Reduce Percentage of students not at grade level by 15%
SBAC ELA - All students	54.08% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - English Learners	72.53% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Hispanic	53.53% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%

SBAC ELA - Socioeconomically Disadvantaged	54.58% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Math = English Learners	62.64% Standard Not Met (Level 1)	Reduce Percentage of students at level 1 by 7- 10%
SBAC Math = Students with Disabilities	81.58% Standard Not Met (Level 1)	Reduce Percentage of students at level 1 by 7 - 10%
STAR Reading = 2nd - 6th Grades	79.8 % Are not at or above grade level	Reduce Percentage of students not at grade level by 15%
STAR Math = 1st - 6th Grade	79.1 % Are not at or above grade level	Reduce Percentage of students not at grade level by 15%

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	Provide strategic intervention such as Individual Learning Folders, Heggery, Phonics for Reading, SIPPs and Estrellitas, etc. through Classified Staff to work with all targeted students in primary, upper and combination classes as needed.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	5000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Early Literacy Consultant from from MCOE to assist with guidance and training in Science of Reading. AVID Membership for two years 2024/25 & 2025/26 1195 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries To support K-2nd grade classes and ELs. None Specified None Specified
1.2	Coordinate Response to Intervention, Coordination of Services (COS), and Multi Tiered Systems of Support (MTSS) meetings to facilitate an early warning system to indicate pupil performance and success. Plan, monitor, and evaluate interventions. Include teachers on Leadership teams and focus teams to collaborate regarding academic program and interventions. Add staff to reduce ratios during instruction on a short term basis.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hourly pay to attend meetings and collaborate. 5500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hourly pay to attend meetings and collaborate. 5000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

			Library aide extra time to collaborate and prepare for student learning 2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitute time to release teachers to attend meetings or collaborate 5000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Transportation for intervention programs before or after school
1.3	Provide supplemental instruction to support and enhance academic achievement.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	21000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 50% of 7 hour Para Educator position 3500 Title I Part A: Allocation 4000-4999: Books And Supplies Intervention resources for students such as Hagerty, Secret Stories, UniFlo, Estrellita, SIPPS and others
1.4	Provide unduplicated students with materials and supplies to support and enhance academic achievement and support.	All students, with a focus on Students with Disabilities.	20175 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase books, dictionaries, notebooks, paper, manipulatives, writing tools, Heggerty and Teachers Pay Teachers (TPT) resources, etc. to further achievement in ELA and math 10000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase books, dictionaries, notebooks, paper, manipulatives, writing tools, art, postermaking and physical education supplies, etc. to further achievement in all curricular areas- including hands on art/science/cultural awareness. Purchase and prepare instructional tubs with

			supplemental reading and math materials for paraprofessionals to use with students to increase academic achievement. LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Additional aide time to support student achievement in ELA and Math
1.5	Students will receive instruction that is aligned to California Common Core Standards as supported with the purchase of instructional materials, supplies and activities that promote academic achievement. Items such as technology hardware and software and other supplies will be purchased as necessary.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies technology hardware, computers, headphones and software and other technology equipment
1.6	Provide after school or weekend or extended learning opportunities to motivate attendance and increase student academic achievement	All Students and targeted group such as Chronic Absenteeism students.	7500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries To pay extended hourly to provide extended learning opportunities. 1000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries To pay extended hourly to provide extended learning opportunities. 4000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries To pay extended hourly to provide extended learning opportunities. 1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries To pay extended hourly to provide extended learning opportunities.
1.7	Utilize consultants and outside vendors to provide extended learning opportunities to increase student achievement	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Create partnership with MCOE, AVID, and other vendors to provide extended learning opportunities.

			LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Create partnership with MCOE, AVID, and other vendors to provide extended learning opportunities.
1.8	Provide Professional Development Opportunities (AVID, Science of Reading, small group, ELD, writing skills, Orton Gillingham, and more) that increase teacher efficacy to improve student achievement	All students, and targeted groups such as ELs, Homeless, Foster, etc.	3000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute costs to release teachers for PD 4000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Registration fees and travel expenses LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitute costs to release teachers for PD LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Registration fees and travel expenses 1000 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase of books and materials referenced at PD to improve teacher effiacy LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Purchase of books and materials referenced at PD to improve teacher effiacy 1000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Extended Hourly to attend PD and collaboration opportunities

			LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extended Hourly to attend PD and collaboration opportunities
1.9	Provide teachers uninterrupted opportunities to complete trimester student assessments w/ half day substitute teacher support.	All students	1000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hiring substitute To provide K-1 teachers ample time to complete District Assesments. LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hiring substitute To provide K-1 teachers ample time to complete District Assesments.
1.10	Purchase additional equipment/technology as needed to support student instruction	All Students and targeted groups such as EL's, Homeless, and Foster etc..	1000 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase printers and/or poster-making supplies, ink, toners, paper. Purchase of laminators. Headsets/Headphones for students.
1.11	Enhance student learning opportuntites by providing extra curricular activities such as field trips, music, dance, sports, folklorico and all other extra curricular activities before, during, and afterschool. Student leadership	All Students.	1000 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Field-Trip Fees, Contracts, Services, coaches 2000 LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Transportation 3500 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hiring of certificated staff member to teach folklorico dance to students so they can perform at BMS events such as fall festival, carnival, and open house.
1.12	Extend Library hours to allow access to low SES, EL's outside of typical school hours	EL's, homeless, foster, and SPED	LCFF - Supplemental

			2000-2999: Classified Personnel Salaries Extended Library time
1.13	Improve attendance and therefore academic outcomes by running attendance campaigns, rebranding Saturday School Offerings, and providing incentives and education to families	All students, and targeted groups such as EL's, Homeless, and Foster youth. Chronic Absenteeism students.	2500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hiring of certificated staff to teach Saturday school for attendance recovery. LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of incentives and supplies for attendance campaigns.
1.14	Math and Literacy Leadership Committee. Promoting best practices to support all students academic grown in ELA and Math. Provide opportunities for Math and Literacy leadership teams to develop both literacy and math Teaching strategies and test taking strategies. to assist with meeting our goals and developing literacy and math nights and events. Problem of practice, and implement focused teaching strategies. Work with recruitment of parents to assist.	All Students and English Language Learners	2500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Math and Literacy committee 1000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Math and Literacy committee 1000 Title I Part A: Allocation 4000-4999: Books And Supplies Books and supplies for literacy nights and events
1.15	Awareness and Identification: Train teachers and staff to identify signs of homelessness and provide sensitivity training to create a supportive environment. Academic Support: Offer before or after school tutoring sessions, peer mentoring programs, and small grop instruction to address learning groups and reinforce ELA learning skills. Social and Emotional Support Provide opportunities for counseling services, and resources for coping with homelessness. Connect families with the FRC & Homeless Liason or facilitator.	Homeless/Socioeconimically Disadvataged Youth	
1.16	Reading intervention before, during, and after school. Include pre and post assessment, identify student goal. Identify ELA focus standards. Communicate Plan with Family. Identify Teacher student data collaboration dates.	Socioeconimically Disadvataged Youth	5000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hiring of certificated staff to teach intervention before, during lunch, and after school and Saturdays.
1.17	Creation of mentoring programs, career Day, and collection of guest speakers who speaks to school and/or grade-wide groups.	All Students	
1.18	Literacy Rich Environment: Create a classroom environment that promotes literacy by displaying	All Students	10000

	books, reading materials, and student work. Explicit vocabulary Instruction: Teach Vocabulary explicitly by introducing new words in context providing definitions, and offering opportunities fo rstudents to use the words in their own way and discussions. Additional Strategies: Multi-sensory approaches (Audio-Visual-Kinesthetic). Regular Progress Monitoring (Ongoing assessments). Professional Development for teachers and staff, Assistive Technology. Differentiated instruction.		LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Staff conferences (AVID Summer Institute, and Fall/Winter Conference) including registration fees. Hotels, meals, and transportation. PD workshops at MCOE or have MCOE consultants come to our site for professional development (i.e. guided reading).
1.19	Tier 1 Classroom Management Strategies and Intervention Strategies. Routines, engagement, clear expectations. Small group instruction for students who score within "Intervention and Urgent Intervention" on STAR Reading and Math Benchmark Assessments.	All Students	15000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Hiring of MCOE Consultants to teach and coach on small group instruction and Science of Reading.
1.20	Language Development Activities: Provide language - rich activities that promote vocabulary development, grammar, and syntax. use visuals, gestures, and real life examples to support understanding. Incorporate activites such as language games, songs, and role-play to make learing engaging and inter active.	English Language Learners	2500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hiring certificated to teach ELD and ELPAC preparation afterschool. 500 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase of materials and supplies including books.
1.21	Explicit Language Instruction: Provide explicit instruction inlanguage structures, such as grammar, vocabulary, and syntax. Teacher language skills in context, using examples from text and real-world solutions/situations. Offer opportunities for student to practice language skills through speaking, listening, reading, and writing activities.	English Language Learners	3500 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase of materials and supplies including ELD program to help students with reclassification
1.22	Use of culturally Relevant Text: Select texts and materials that reflect the cultural backgrounds and experiences of EL students. Incorporate diverse authors, characters, and settings to promote engagement and relevance. Encourage students to share thier own cultural perspectives and experiences.	English Language Learners.	5000 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase of books for Library and Classroom libraries. LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of books for Library and Classroom libraries.

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.

Analysis

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

2023-24 Successes: Reduction in suspension and ODR's due to having clear behavior expectations that students follow. Teachers continue to reinforce these expectations weekly, monthly, and each trimester.
We also reduced our chronic absenteeism percentage from 26% to 16.5 % wich is a 9.5% drop. On the academic side, Reading English = All grade levels showed increase in "At or Above Grade Level" on District Benchmark (STAR Reading) except for 1st and 6th grades which stayed the same. In math (Englsh) All grade levels showed increase in "At or Above Grade Level" on District Benchmark (STAR Math) except for 1st grade.Reading Spanish = All grade levels showed increase in "At or Above Grade Level" on District Benchmark (STAR Reading) except for 4th grade which dropped. In math (Spanish) All grade levels showed increase in "At or Above Grade Level" on District Benchmark (STAR Math) except for 2ndt grade which dropped.

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

2023-24 Challenges: We continue to struggle in grade levels that have newer teachers or newer teachers to the grade level. We are in our 1st year of 3 years of having Early Literacy and Science of Reading strategies PD for our teachers in grades Kinder - 2nd grade. Attendance participation in before school and after school interventions.

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.

Goal changes: We will continue working on early literacy goals in addition to adding small group instruction and focus on Designated ELD instruction by continuing to partner with MCOE consultant.

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.

Safe, Positive, and Well-Resourced Schools
A safe environment ensures that students can focus on learning without fear or distraction. Positive Surroundings foster a sense of belonging, self esteem, and confidence, which are essential for academic success and personal growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

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.

There are more students entering school who have not had structure or procedures and require more behavioral, emotional support. Students Additionally, they live in a city that has a high crime rate. These factors have increased the level of trauma that they are experiencing as a collective group. We will need to create more opportunities for staff to learn Trauma Informed Practices, Deescalation strategies, stronger Toolbox/ SEL implementation, safe areas for students within the school environment and continued PBIS implementation. Additionally, COVID protocols require additional supports and personnel to ensure optimal safety. This includes more supervisors, supplies, extra miscellaneous employee time to keep students' healthy and to communicate with parents. We have an increased number of students who have entered school and have not previously attended a school environment nor have they been exposed to structures or procedures, thus require behavioral and emotional support. Beyond this, our school site continuously requires updates to foster a 21 Century learning environment. Other identified needs are directly for our Students with Disabilities, which require modified spaces to ensure safe and inclusive environments.

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
School Climate (Engagement): Suspension (out of school) Rates CA SchoolDashboard Suspension Indicator	School Climate (Engagement) Suspension (out of school) Rates = 2.5% suspended at least once CA SchoolDashboard Suspension Indicator= Blue	School Climate (Engagement) Suspension (out of school) Rates= 1.5% suspended at least once CA SchoolDashboard Suspension Indicator= Maintain Blue
School Climate (Engagement) 2023-2024 Panorama Survey (Students) 2023-2024 Panorama Survey (Families) 2024-2025 Panorama Survey (Students) 2024 - 2025Panorama Survey (Families)	School Climate (Engagement) 2023-2024 Panorama Survey (Students): School Rigorous Expectations: 72% Answered Favorably Readiness for Learning: 67% Answered Favorably School Belonging: 56% Answered Favorably School Climate: 46% Answered Favorably School Engagement: 46% Answered Favorably School Teacher-Student Relationship: 52% Answered Favorably School Safety: 58% Answered Favorably 2023-2024 Panorama Survey (Families) School Climate: 76% Answered Favorably School Safety: 75% Answered Favorably Background Questions: 71% Answered Favorably Family Support 71% Answered Favorably Family Engagement: 58% Answered Favorably Learning Behaviors: 59% Answered Favorably CA School Parent Survey Supportive and Inviting Learning Environment= 95% Agree & Strongly Agree CA School Teacher Survey Supportive and Inviting Learning Environment= 100% Agree & Strongly Agree	School Climate (Engagement) 20240-2025 Panorama Survey (Students): School Rigorous Expectations: 75% Will Answered Favorably Readiness for Learning: 70% Answered Favorably School Belonging: 60% Answered Favorably School Climate: 50% Answered Favorably School Engagement: 50% Answered Favorably School Teacher-Student Relationship: 58% Answered Favorably School Safety: 62% Answered Favorably 2024-2025 Panorama Survey (Families) School Climate: 79% Answered Favorably School Safety: 80% Answered Favorably Background Questions: 75% Answered Favorably Family Support 75% Answered Favorably Family Engagement: 60% Answered Favorably Learning Behaviors: 58% Answered Favorably CA School Parent Survey Supportive and Inviting Learning Environment= 97% Agree & Strongly Agree CA School Teacher Survey Supportive and Inviting Learning Environment= 100% Agree & Strongly Agree
School Climate (Engagement) PBIS Tier Fidelity Inventory	School Climate (Engagement)	School Climate (Engagement)

	PBIS Tier Fidelity Inventory 2023-2024 = Tier 1 = 80% Tier 2 = 90% Tier 3 = 90%	PBIS Tier Fidelity Inventory 2024-2025 = Tier 1 = 90% Tier 2 = 100% Tier 3 = 100%
ODR and Guidance Minors reports		
School climate (Engagement) Attendance Rates:	School Climate (Engagment) Average Daily Attendance Rate: 94.30% Chronic Absenteeism: 18.5% Total of 102 Students	School Climate (Engagment) Average Daily Attendance Rate: 95.30% Chronic Absenteeism: 15.00 Total of 90 Students

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
2.1	Promote Positive Behavior: Implement a school-wide positive behavior support program that rewards students for demonstrating Positive behavior. Recognize and celebrat acts of ikndness, responsibility, and support. In addition, encourage students to meet our school wide pledge of "Be Respectful", Make Good Decision, and Solve Problems".	All students,	1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Student Incentives, books, folders, pencils, etc. to stock the student store 5000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Misc Time to run Student Rewards store - Sept - June LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures PBIS Team member attend PBIS Conference
2.2	Provide Ongoing Professional Development: Offer regular training and professional development opportunities for teachers and staff on topics such as classroom management, cultural competency, and trauma-informed practices.	All students	2500 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures PD on Classroom Management. AVID PD both in-person and virtual 2500 LCFF-Concentration/Supplemental

			5000-5999: Services And Other Operating Expenditures Registration fees and hotel and meal costs for conferences and PD. None Specified None Specified
2.3	Provide Materials to enhance campus safety. Conduct Periodic Safety Drills and provide parent involvement in safety initiatives. This involves creating intruder alert protocols, increase surveillance of school areas (Cameras).Ensuring all staff have access to 3-way radio.	All students, and targeted groups such as ELs, Homeless, Foster	LCFF-Concentration/Supplemental 4000-4999: Books And Supplies P.E. equipment, Storage carts, Books, Sports team jerseys 2500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Paying misc time to certificated staff for campus supervision before school, after school, and during lunch recess. 2500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Paying misc time to classified staff for campus supervision
2.4	Provide equipment to encourage cooperative play and safety. Hire coach during recess to reboot playworks during morning and lunch recess.	All students, and targeted groups such as ELs, Homeless, Foster	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of recess and P.E.equipment. Purchase of sports equipment 2500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials, shirts, equipment to support teachers and campus supervisors during recess. 5000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Hiring of part-time coach to assist with structured recess (reboot of playworks) 3000 LCFF-Concentration/Supplemental

			1000-1999: Certificated Personnel Salaries Lunch time PlayWorks activities, sports tournaments, chess club, ect
2.5	Implement a comprehensive Bully Prevention Program: Create and implement a program that educates students, teachers, and parents about bully prevention strategies. Encourage open communication and provide resources for students who experience bullying. Hiring of trainers, bring in assemblies, and adopt an anti-bullying curriculum.	All students, and targeted groups such as ELs, Homeless, Foster	5000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contract with anit-bullying consultant to provide workshops, assemblies, and anti-bullying classroom materials. (e.g. Empower U, Headspace, or Bully Prevention). 2500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of materials and supplies for teachers and staff to implement anti-bullying campaigns. 2500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Extended hourly pay for our staff to create class meeting templates and anti-bullying material. 1500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extended hourly pay for our staff to create class meeting templates and anti-bullying material.
2.6	To create a culture of student leadership and teaching students what it takes to be leaders. Hire a staff member to work with students during lunch, before school, or after school at least one or two days per week.	All Students	1500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of student leadership shirts and hoodies. 1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of student leadership curriculum/program and

			books and materials for student leadership. 2500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Pay teacher stipend for being student leadership teacher. 1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Pay classified staff member stipend for being student leadership teacher.
2.7	Provide Counseling & Support Services: Foster a supportive environment where students feel comfortable seeking help when needed. Students are provided a safe space within the counseling room to help them with conflict resolution, reflection, and social emotional learning	All Students	
2.8	Continuous Improvement: Regularly solicit feedback from students, parents, and staff on ways to improve the school environment. Use data and feedback to identify areas for growth and implement evidence-based practices to address them.	All Students	None Specified None Specified
2.9	Teacher Retention and Satisfaction: Teachers play a critical role in creating a positive school environment . When teachers feel supported and valued, they are more likely to stay in their position and be effective educators. A well maintained School Environment with adequate resources can contribute to teacher satisfaction, reducing turnover rates and ensuring continuity for students.		

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.

Analysis

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

2023-24 Succeses:

In the current academic year, we have implemented a novel safety protocol aimed at safeguarding both our students and staff. This initiative involved the installation of an airphone system within the front office, enabling our front desk personnel to maintain secured access to the premises during operational hours. To ensure controlled entry, parents and visitors now undergo a verification process by front office staff before being granted access via buzzing in.
As part of our comprehensive safety measures, all visitors to our campus are required to undergo screening via our integrated school safety software, 'Raptor Technologies'. This advanced system serves to mitigate potential risks by vetting visitors for any felony records prior to granting them access to our facilities.
Our Health Tech team has demonstrated exemplary dedication by voluntarily extending their working hours to ensure the completion of daily tasks.

We have recently recruited a full-time campus supervisor to enhance support for the PBIS Student Store initiative, which encompasses the BMS "Golden Tickets" program.
In an effort to optimize the retention of our campus supervision staff, we have adjusted the working hours of our campus supervisors to 5.5 hours. This strategic modification aims to minimize turnover within our campus supervision team.

Continuing our focus on the PBIS Student Store, we are committed to stocking it with a variety of prizes and awards that resonate with our students, including spirit wear, stickers, pencils, erasers, and more to continue to reduce less desirable behavior.

Additionally, we have successfully implemented the "Bolis is Back" initiative, which rewards students for maintaining perfect weekly attendance. This strategic intervention has yielded significant results, reducing our Chronic Absenteeism rate from 32% in the prior year to slightly above 17% in the current academic year.

Although we did not reach our 2023/2024 goal of 80% for School Climate on the Panoramic Parent and Family Survey, we did increase by 3% from 73% to 76%.

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

2023-24 Challenges:
Regrettably, the establishment of a student leadership program was postponed due to the absence of dedicated staff to spearhead the initiative. This limitation stems from existing staff members' commitments to other essential duties and responsibilities. Concurrently, we have observed an elevated frequency of incidents, primarily categorized into two significant areas: defiance and physical aggression.

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.

Goal changes: Goals will remain the same.

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.

Cultivate Quality Staff to Provide Excellent Service
Cultivate a team of dedicated, motivated, and empowered staff members who are committed to providing exceptional service and creating a positive environment for students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

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.

A majority of our students are performing far below grade level. A third of our staff members have been teaching for under 5 years. We have a diverse group of students who are in need of varied resources and support. In order to best meet their needs,
we must continue to develop our repertoire as professional educators. As a collective, we need to hone in on our ability to impact academic growth among our student population.

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
Number of Professional Development opportunities attended by Staff. Number of staff attending Professional Development Opportunities.	15 to 20 participants took advantage of professional development opportunities throughout the year. 2022 to 2023 Number of Professional Development opportunities attended by Staff = 6 Number of staff attending Professional Development Opportunities = 20	25 to 30 participants will take advantage of PD opportunities by Spring 2025 Number of Professional Development opportunities attended by Staff = 8 Number of staff attending Professional Development Opportunities.= 25
Measures in Goal 1 will also be used to measure Goal 3.	See Goal 1	See Goal 1

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
3.1	Professional Development Opportunities: Offer ongoing professional development opportunities to support staff members in perfecting their skills and staying updated on best practices in education. This may include workshops, conferences, webinars, and opportunities to enhance teaching skills.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	10000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Teachers to attend off-site conferences. Registration fees, hotel stay, and meals and transportation. 5000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Hourly pay to attend trainings outside the work day when necessary 2500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hire substitutes when release time is needed
3.2	Collaboration, Planning, & Reflection: Collaboration among staff members through regular team meetings, collaboration planning sessions, and opportunities for peer observation and feedback. Provide time for reflection on teaching practices and student outcomes.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	5000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hire subs to release teachers to work with PBIS, MTSS, and Academic Coaches 5000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional Development Materials for Teachers and Staff (i.e. books, paper, supplies 1500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of books to help motivate staff during book study (e.g. extreme ownership, learn like a pirate, etc...)

3.3	Recognition & Rewards: Recognize and Celebrate Staff members who demonstrate excellence in their work. This can include awards, certificates, shout-outs in staff meetings, and other forms of recognition to show appreciation for their dedication and hard work.	All Students	2500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase of classroom library books, classroom supplies for students, Food items.
3.4	Clear Expectations & Supportive Leadership: Establish clear expectations for staff performance and provide the necessary support and resources to help staff meet those expectations. Foster a supportive leadership culture where staff feel valued, respected, and empowered to succeed.	All Students	1000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hiring of subs to release teachers to meet for mid-year objectives and expectations.
3.5	Staff Wellness Initiatives: Prioritize staff welness and well-being by offering resources and programs to support their physical, emotional, and mental health. This may include welness workshops, access to counseling services, and opportunities for mindfulness and stress reduction.	All Students	
3.6	Shared Vision & core Values: Develop and communicate a shared vision and core values that guide the work of the school community. Ensure that staff members understand and align with the mission, vision, and values of the school and provide opportunities for staff to contribute to shaping these elements.	All Students	
3.7	Opportunities for leadership development: Identify and cultivate leadership potential among staff members by providing opportunities for leadership development and advancement. This may include leadership training programs, mentorship opportunities, and leadership roles within the school.	All Students	
3.8	Continuous Improvement Culture: Foster a culture of tcontinuous improvement, where staff members are encouraged to reflect on their practice, take risks, and innovate to meet the evolving needs of students. Encourage experimentation and learing from both successes and failures.	All Students	
3.9	Feedback and Communication Channels: Establish open and transparent communication channels for staff to provide feedback, share ideas, and express concerns. Actively seek input from staff members on decisions that affect their work and school community.	All students	

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.

Analysis

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

2023-24 Successes:
We successfully facilitated professional development for our Kindergarten through second grade teams through the Science of Reading and Early Literacy coaching provided by the Monterey County Office of Education. Additionally, we extended resources to include the same educators, as well as our third-grade Direct Instruction teachers, by integrating a new Benchmark Phonics Curriculum.

Training for the Kindergarten through second-grade educators covered the five pillars of successful reading strategies: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Moreover, all educators participated in workshops on Designated English Language Development (ELD) and Thinking Maps.

Furthermore, we supported the professional growth of three teachers and the principal by sponsoring their attendance at the AVID Summer Institute. This initiative was part of our exploratory research into the potential benefits of becoming an AVID partner school.

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

2023-24 Challenges:

Due to budget restrictions along with complicated schedules with our staff, we still struggle to send teachers to conferences or 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.

Goal changes: Goals will remain the same.

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.

Enhance Belonging and Strengthen Home, School, and Community Partnerships
We will expand our parent and community involvement/partnerships to ensure a sense of belonging for all Boronda Meadows students and families to nurture the whole child in their learning experience.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

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.

It is imperative to diversify our communication strategies with parents, extending beyond the digital platform ParentSquare to include paper correspondences distributed via students. There is a pressing need to increase participation in our District and Site Parent Survey. Enhanced response rates will yield more precise data, enabling us to tailor parent events more effectively to meet the specific needs of our school's parent community. Furthermore, the establishment of a regular communication schedule through weekly and monthly newsletters is crucial for ongoing engagement.

Despite achieving a 58% rate of family engagement, we have identified significant areas for improvement, particularly in the frequency of parents' interactions with their child's teachers and their involvement in classroom activities. Elevating the level of parent-teacher communication and meetings is a priority, as it is fundamental to fostering a collaborative and supportive educational environment.

According to the findings from our latest parental survey, there persists a sentiment among parents of not feeling valued within our school community. It is essential that we engage in more profound dialogues with our parent body to comprehensively understand the underlying reasons for this perception of undervaluation.

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
Parent participation at meetings/events	Currently, on average there are 5 to 10 parents that attend parent meetings consistently.	Increase virtual and in person participation for families (from lower SES, ELs, SPED and Foster/Homeless youth) by 50% to around 10 to 15 parents that attend parent meetings consistently.
Parent Engagement Logs: # of parents who participate in SCESD Parent Survey	Currently 363 parents participated in the Panoramic Education Family Survey in Fall 2023	Increase of 20% of parents completing the Fall 2024 Survey. For a total of 435 parents participating in the Panoramic Education Family Survey.
# of parents who participate in School Site Parent Survey (need to create)	0 parents completed school site parent survey (did not have previous year)	75% of parents will complete the more simplified BMS parent survey.
Create a weekly/monthly parent calendar/newsletter sent to parents in both English and Spanish	No weekly or monthly newsletter sent to parents	Parents will received a weekly or minimum monthy newsletter at least 7 out of 9 months.

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
4.1	Promote meetings and events through a diversified approach, including announcements at parent meetings, postings on parent bulletin boards, messages on the school marquee, notifications on ParentSquare, and distribution of flyers, ensuring that all necessary materials for attending meetings are readily available. Additionally, develop a newsletter for distribution to parents on a weekly or monthly basis, available in both English and Spanish, to enhance communication and engagement.	All student.	1000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies needed for Parent meetings and Cafecitos. 2500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Hiring of staff to assist with daycare.
4.2	Hiring of Retired Parent Coordinator to assist site Parent Coordinator in establishing parent relationships, assist with parent/student events (Winter Festival, Carnivals, and dances. Give training, and to give parent presentations.	All students.	5000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Stipend for Additional Parent Coordinator or staff to give parent presentations and support site parent coordinator with activities and events.
4.4	Provide engaging assemblies, events, field trips, etc. to motivate shared sense of belonging and-increased attendance.	All students.	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

			Hiring of personnel to present to parents on a variety of subject.
4.5	Provide Professional Development activities that focus on a shared sense of belonging, racial diversity, equity etc.	All students.	
4.6	Provide Interpretation at conferences, meetings, events	All students and EL's.	
4.7	Extended clerical time to support parent outreach and extend office hours prior to official school start date	All students, and targeted groups such as ELs, Homeless, Foster, etc.	
4.8	Additional clerical staff to provide support with parent coordinator and parents	All students, and targeted groups such as ELs, Homeless, Foster, etc.	1045.16 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Purchasing of supplies and materials for students to be succesful
4.9	As a means of providing parents with tools and strategies to support their children, the school will offer opportunities for parental involvement through participation in school-wide activities & meetings, as well as participation in parent education classes, workshops, and conferences. School-wide based activities and meetings will include: school site council meetings, English Language Advisory Committee Meetings, school activities fundraising committee meetings, virtual coffee with the school principal, parent educational meetings and events. Translation, and incentives will be provided. To increase parent participation in school events school will use various methods to communicate with parents including, but not limited to: parent satisfaction survey, phone message system, school marquee, school newsletter, parent memos, parent square, Youtube, social media accounts.	All students, and targeted groups such as ELs, Homeless, Foster, etc.	

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.

Analysis

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

2023-24 Successes:
Full time Parent Coordinator to help with coordinating family events and the creation of the parent teacher club. We have been able to schedule multiple parent classes such as parent digitial classes and corazon cares for parents. We have been able to provide daycare for our families during these sessions. Number of parent events but parent involvement as well. Two parents were able to attend STATE CABE Conference to learn more about how we can better engage parents and support ELL. We are bringing back our spring carnival which will hold over 400 to 500 participants along with having our 2nd annual Fall Festival which brought in over 500 students.

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

2023-24 Challenges:
We had a 7% decrease in our parents completing the Panoramic Parent Survey. We decreased from 407 to 363 participants. This year, the move to digital platform for survey sent out via Parentsquare did not reasonate with most of our families who prefer paper survey. Time frame for parents to complete was not long enough after finding out parents did not complete online. Although we did

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.

Goal changes: Will work towards creating our own Site simplified Parent survey to increase the number of parent participation and hand out during Parent Teacher Conferences. We will look to try and increase the number of parent participants for the district Survey by giving them the paper survey sooner and providing support with completing the survey.

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	$96220.16
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$256,915.16
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 Part A: Allocation	$94,175.00
Title I Part A: Parent Involvement	$2,045.16

Subtotal of additional federal funds included for this school: $96,220.16

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 ($)
LCFF-Concentration/Supplemental	$160,695.00

Subtotal of state or local funds included for this school: $160,695.00

Total of federal, state, and/or local funds for this school: $256,915.16

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
Title I Part A: Allocation	94,175	0.00
Title I Part A: Parent Involvement	2,045.16	0.00
LCFF-Concentration/Supplemental	160,695	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	160,695.00
Title I Part A: Allocation	94,175.00
Title I Part A: Parent Involvement	2,045.16

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	60,000.00
2000-2999: Classified Personnel Salaries	58,695.00
4000-4999: Books And Supplies	70,220.16
5000-5999: Services And Other Operating Expenditures	15,500.00
5800: Professional/Consulting Services And Operating Expenditures	52,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	35,500.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	29,695.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	32,500.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	10,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	52,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	24,500.00

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	29,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	35,675.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	5,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,045.16

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	165,870.00
Goal 2	49,000.00
Goal 3	32,500.00
Goal 4	9,545.16

School Site Council Membership

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

1 School Principal

2 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Paul Rodriguez	Principal
Tenisha Garibaldo	Other School Staff
Kiki Vaughn-brown	Parent or Community Member
Donna Clark	Classroom Teacher
Vicente Navarro	Classroom Teacher
Michelle Villanueva	Parent or Community Member
Andrea Duran	Parent or Community Member
Norma Tapia	Parent or Community Member
Alejandra Espino	Parent or Community Member
Cristal Santana	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2024.

Attested:



Principal, Paul Rodriquez on 5/28/24



SSC Chairperson, Andrea Duran on 5/28/24