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 Elementary School -Dual Immersion Academy Salinas (DIAS)	27 66142 6026512	May 14, 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 Elementary School -Dual Immersion Academy Salinas (DIAS) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Boronda Elementary 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 Elementary School -Dual Immersion Academy Salinas (DIAS) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Boronda Elementary 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 Elementary School is dedicated to ensuring full compliance with the Every Student Succeeds Act (ESSA), aligning closely with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs. Our commitment is to provide every student with meaningful and equitable opportunities for a high-quality education, thus narrowing the achievement gap and fostering academic success for all. We will achieve this through targeted interventions, personalized learning approaches, and robust family and community engagement initiatives. By leveraging these strategies, we aim to create a supportive and inclusive environment where every student can thrive academically, socially, and emotionally.

Educational Partner Involvement

How, when, and with whom did Boronda Elementary School -Dual Immersion Academy Salinas (DIAS) consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

From March to May, the DIAS School Site Council (SSC) and ELAC meticulously reviewed the previous year's school plan, providing valuable input and recommending adjustments and the continuation of goals, strategies, and activities. Simultaneously, all teaching staff members participated in thorough reviews during Spring staff meetings. The DIAS Site Leadership Team also considered district initiatives and planned actions on a weekly basis in contributing to the development of the school plan. Moreover, DIAS Parent Voices trimester meetings allowed parents to provide input that contributed to the development of the SPSA for 2023-2024. Finally, our district-wide Panorama surveys provide us with valuable student feedback that help drive the SPSA.

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.

English Language Arts is orange (maintained 1.8 points):

Steps to address student needs include:

1. Engage in Professional Learning Communities: Attend PLC Conferences and collaborate in grade-level PLCs to enhance teaching practices and student learning outcomes.
2. Implement RTI Supports: Introduce Heggerty to support phonemic awareness and enhance reading instruction for all students.
3. Provide After-School Interventions: Offer targeted interventions for students who need additional support, focusing on improving their reading skills and overall academic performance.

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.

English Learners in English Language Arts:

Steps to address student needs include:

1. Strategic After-School ELPAC Tutoring: Provide after-school tutoring to help English Learners prepare for the ELPAC assessment, focusing on improving language skills in listening, speaking, reading, and writing.
2. Designated ELD Instruction: Implement a dedicated English Language Development (ELD) instructional block during the school day, using strategies like language modeling and explicit vocabulary instruction to support English Learners. Provide additional planning opportunities.
3. Strategic Small Group Instruction Utilizing Haggerty Intervention: Use the Haggerty intervention program in small groups to provide targeted support for English Learners, focusing on phonemic awareness to improve reading and language skills. Provide Learning Walk opportunities for and additional planning opportunities for small group instruction preparation.

Other Needs

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

STAR Reading:

Steps to address student needs include:

1. Implement Small Group Intervention: Provide targeted small group instruction for students who are struggling with reading, focusing on their specific needs and providing intensive support to improve their reading skills.
2. Utilize PLCs for Data-Driven Instruction: Use Professional Learning Communities (PLCs) to analyze reading data, share best practices, and collaboratively develop strategies to improve reading instruction based on student needs.
3. Increase Planning Time for Teachers: Allocate more time for teachers to plan and differentiate instruction for reading, allowing them to create engaging lessons and provide targeted support for students at all reading levels.

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 Elementary School -Dual Immersion Academy Salinas (DIAS). 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	%	3%	2.94%		8	8
African American	%	0.75%	0.74%		2	2
Asian	%	0.75%	0.37%		2	1
Filipino	%	1.12%	0.37%		3	1
Hispanic/Latino	%	84.27%	86.40%		225	235
Pacific Islander	%	0%	%		0	
White	%	8.99%	7.35%		24	20
Multiple/No Response	%	0.75%	1.47%		2	4
			Total Enrollment		267	272

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		56	41
Grade 1		34	37
Grade 2		39	33
Grade3		42	40
Grade 4		36	41
Grade 5		38	34
Grade 6		22	33
Total Enrollment		267	272

Conclusions based on this data:

1. Our school enrollment is growing each year. The demographics of our school have not shifted dramatically we anticipate continuing to increase as we expand to a TK-6th grade school.

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	121	118	116	43.80%	44.5%	42.6%
Fluent English Proficient (FEP)	43	48	46	15.20%	15.8%	16.9%
Reclassified Fluent English Proficient (RFEP)				1.8%		

Conclusions based on this data:

1. The number of English Learners (EL) has fluctuated over the past years. The past several years of entering kindergarten students have met the program goal of a balanced program enrollment as we have been near 50% EL and 50% EO and IFEP.
2. Our EL students are making progress as our total number of reclassified students is increasing and we are closely monitoring any upper grade students needing support in ELD.

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	40	36	42	0	36	42	0	36	42	0.0	100.0	100.0
Grade 4	26	37	36	0	37	35	0	37	35	0.0	100.0	97.2
Grade 5	37	24	37	0	23	36	0	23	36	0.0	95.8	97.3
Grade 6		37	22		37	21		37	21		100.0	95.5
All Grades	103	134	137	0	133	134	0	133	134	0.0	99.3	97.8

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		2331.	2363.		5.56	4.76		2.78	19.05		30.56	26.19		61.11	50.00
Grade 4		2418.	2383.		2.70	2.86		21.62	11.43		27.03	17.14		48.65	68.57
Grade 5		2407.	2457.		4.35	5.56		17.39	25.00		17.39	33.33		60.87	36.11
Grade 6		2483.	2457.		10.81	9.52		21.62	14.29		24.32	19.05		43.24	57.14
All Grades	N/A	N/A	N/A		6.02	5.22		15.79	17.91		25.56	24.63		52.63	52.24

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		5.56	7.14		47.22	52.38		47.22	40.48
Grade 4		8.11	2.86		67.57	48.57		24.32	48.57
Grade 5		*	2.78		*	63.89		*	33.33
Grade 6		5.41	*		48.65	*		45.95	*
All Grades		7.52	5.97		54.14	52.24		38.35	41.79

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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		0.00	0.00		33.33	45.24		66.67	54.76
Grade 4		8.11	0.00		56.76	51.43		35.14	48.57
Grade 5		*	5.56		*	66.67		*	27.78
Grade 6		8.11	*		45.95	*		45.95	*
All Grades		4.51	1.49		44.36	52.99		51.13	45.52

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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		8.33	9.52		66.67	64.29		25.00	26.19
Grade 4		10.81	2.86		67.57	68.57		21.62	28.57
Grade 5		*	5.56		*	77.78		*	16.67
Grade 6		16.22	*		64.86	*		18.92	*
All Grades		9.77	5.97		65.41	70.15		24.81	23.88

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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		5.56	7.14		55.56	61.90		38.89	30.95
Grade 4		8.11	2.86		72.97	51.43		18.92	45.71
Grade 5		*	8.33		*	63.89		*	27.78
Grade 6		13.51	*		67.57	*		18.92	*
All Grades		9.02	6.72		62.41	58.96		28.57	34.33

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Conclusions based on this data:

1. During the 18/19 school year, our first cohort of 3rd graders took the CAASP. Based on our 18/19 ICA data, students will need support and increased practice and opportunities to better demonstrate their learning and understanding when responding to constructed response exercises. We need to incorporate access to more strategies and guidance to support students in exploring ways to clearly express their thinking, reasoning and rational to the reader.
   No additional state testing has occurred since the 18/19 administration

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	40	36	42	0	36	42	0	36	42	0.0	100.0	100.0
Grade 4	26	37	36	0	37	35	0	37	35	0.0	100.0	97.2
Grade 5	37	24	37	0	23	37	0	23	37	0.0	95.8	100.0
Grade 6		37	22		37	21		37	21		100.0	95.5
All Grades	103	134	137	0	133	135	0	133	135	0.0	99.3	98.5

* 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		2391.	2402.		8.33	9.52		19.44	33.33		30.56	16.67		41.67	40.48
Grade 4		2419.	2428.		0.00	2.86		21.62	20.00		43.24	37.14		35.14	40.00
Grade 5		2395.	2468.		0.00	2.70		4.35	18.92		30.43	40.54		65.22	37.84
Grade 6		2490.	2425.		5.41	0.00		13.51	14.29		48.65	14.29		32.43	71.43
All Grades	N/A	N/A	N/A		3.76	4.44		15.79	22.96		39.10	28.15		41.35	44.44

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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		13.89	23.81		41.67	42.86		44.44	33.33
Grade 4		0.00	2.86		56.76	48.57		43.24	48.57
Grade 5		*	5.41		*	56.76		*	37.84
Grade 6		5.41	*		51.35	*		43.24	*
All Grades		6.02	10.37		45.86	44.44		48.12	45.19

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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		16.67	19.05		44.44	38.10		38.89	42.86
Grade 4		2.70	5.71		54.05	57.14		43.24	37.14
Grade 5		*	8.11		*	56.76		*	35.14
Grade 6		0.00	*		81.08	*		18.92	*
All Grades		5.26	9.63		54.14	49.63		40.60	40.74

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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		11.11	11.90		61.11	47.62		27.78	40.48
Grade 4		5.41	5.71		51.35	65.71		43.24	28.57
Grade 5		*	8.11		*	64.86		*	27.03
Grade 6		8.11	*		70.27	*		21.62	*
All Grades		6.77	7.41		56.39	60.00		36.84	32.59

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Conclusions based on this data:

1. During the 18/19 school year, our first cohort of 3rd graders took the CAASP. Based on results, we are strengthening practices and increasing opportunities to communicate reasoning as well as targeting problem solving/data analysis . Due to COVID- 19, testing did not take place in the 19/20 and 20/21 school years.

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	1437.3	1381.2	1396.4	1463.0	1398.3	1414.7	1377.0	1341.1	1353.4	27	21	28
1	1417.5	1426.9	1437.5	1443.7	1462.7	1460.9	1390.6	1390.6	1413.6	20	23	13
2	1463.2	1464.0	1494.4	1483.8	1483.2	1524.9	1442.2	1444.4	1463.4	18	20	17
3	1489.6	1499.1	1477.1	1498.9	1517.9	1481.8	1479.7	1480.0	1471.9	24	17	17
4	*	1531.4	1524.3	*	1539.8	1534.5	*	1522.5	1513.8	10	21	12
5	*	*	1550.9	*	*	1549.4	*	*	1552.1	8	9	17
6		*	*		*	*		*	*		5	7
All Grades										107	116	111

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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	26.92	4.76	21.43	38.46	19.05	14.29	23.08	42.86	35.71	11.54	33.33	28.57	26	21	28
1	10.00	8.70	7.69	30.00	34.78	30.77	30.00	26.09	38.46	30.00	30.43	23.08	20	23	13
2	0.00	5.00	17.65	55.56	45.00	64.71	27.78	35.00	5.88	16.67	15.00	11.76	18	20	17
3	4.35	29.41	11.76	52.17	29.41	23.53	30.43	17.65	47.06	13.04	23.53	17.65	23	17	17
4	*	14.29	25.00	*	76.19	58.33	*	4.76	8.33	*	4.76	8.33	*	21	12
5	*	*	52.94	*	*	23.53	*	*	17.65	*	*	5.88	*	*	17
6		*	*		*	*		*	*		*	*		*	*
All Grades	15.53	12.93	23.42	40.78	41.38	33.33	27.18	24.14	25.23	16.50	21.55	18.02	103	116	111

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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	50.00	9.52	25.00	34.62	28.57	14.29	3.85	28.57	28.57	11.54	33.33	32.14	26	21	28
1	55.00	34.78	23.08	25.00	43.48	38.46	5.00	13.04	23.08	15.00	8.70	15.38	20	23	13
2	33.33	35.00	52.94	38.89	30.00	29.41	11.11	25.00	17.65	16.67	10.00	0.00	18	20	17
3	43.48	52.94	41.18	39.13	23.53	35.29	13.04	11.76	5.88	4.35	11.76	17.65	23	17	17
4	*	61.90	58.33	*	33.33	33.33	*	4.76	8.33	*	0.00	0.00	*	21	12
5	*	*	64.71	*	*	29.41	*	*	0.00	*	*	5.88	*	*	17
6		*	*		*	*		*	*		*	*		*	*
All Grades	47.57	39.66	41.44	33.01	31.90	28.83	7.77	15.52	15.32	11.65	12.93	14.41	103	116	111

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	7.69	0.00	0.00	7.69	14.29	7.14	65.38	42.86	53.57	19.23	42.86	39.29	26	21	28
1	0.00	4.35	0.00	10.00	8.70	15.38	35.00	30.43	46.15	55.00	56.52	38.46	20	23	13
2	0.00	0.00	0.00	22.22	35.00	41.18	50.00	35.00	35.29	27.78	30.00	23.53	18	20	17
3	0.00	0.00	0.00	13.04	17.65	17.65	56.52	58.82	41.18	30.43	23.53	41.18	23	17	17
4	*	4.76	8.33	*	42.86	16.67	*	42.86	58.33	*	9.52	16.67	*	21	12
5	*	*	23.53	*	*	29.41	*	*	35.29	*	*	11.76	*	*	17
6		*	*		*	*		*	*		*	*		*	*
All Grades	3.88	1.72	5.41	13.59	24.14	20.72	50.49	40.52	44.14	32.04	33.62	29.73	103	116	111

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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	65.38	9.52	21.43	26.92	61.90	50.00	7.69	28.57	28.57	26	21	28
1	55.00	26.09	38.46	30.00	60.87	61.54	15.00	13.04	0.00	20	23	13
2	27.78	10.00	47.06	66.67	80.00	52.94	5.56	10.00	0.00	18	20	17
3	17.39	58.82	29.41	73.91	17.65	47.06	8.70	23.53	23.53	23	17	17
4	*	57.14	50.00	*	42.86	50.00	*	0.00	0.00	*	21	12
5	*	*	41.18	*	*	52.94	*	*	5.88	*	*	17
6		*	*		*	*		*	*		*	*
All Grades	42.72	30.17	34.23	47.57	56.90	53.15	9.71	12.93	12.61	103	116	111

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	34.62	9.52	25.00	50.00	42.86	42.86	15.38	47.62	32.14	26	21	28
1	35.00	34.78	15.38	45.00	56.52	53.85	20.00	8.70	30.77	20	23	13
2	29.41	60.00	64.71	52.94	25.00	35.29	17.65	15.00	0.00	17	20	17
3	65.22	58.82	35.29	30.43	23.53	47.06	4.35	17.65	17.65	23	17	17
4	*	71.43	41.67	*	23.81	50.00	*	4.76	8.33	*	21	12
5	*	*	88.24	*	*	5.88	*	*	5.88	*	*	17
6		*	*		*	*		*	*		*	*
All Grades	43.14	48.28	45.05	44.12	33.62	37.84	12.75	18.10	17.12	102	116	111

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 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	3.85	0.00	0.00	76.92	61.90	71.43	19.23	38.10	28.57	26	21	28
1	10.00	4.35	0.00	25.00	30.43	38.46	65.00	65.22	61.54	20	23	13
2	5.56	5.00	11.76	77.78	65.00	64.71	16.67	30.00	23.53	18	20	17
3	4.35	0.00	0.00	60.87	58.82	35.29	34.78	41.18	64.71	23	17	17
4	*	4.76	8.33	*	76.19	66.67	*	19.05	25.00	*	21	12
5	*	*	29.41	*	*	52.94	*	*	17.65	*	*	17
6		*	*		*	*		*	*		*	*
All Grades	6.80	2.59	7.21	59.22	57.76	56.76	33.98	39.66	36.04	103	116	111

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	7.69	4.76	7.14	69.23	33.33	50.00	23.08	61.90	42.86	26	21	28
1	0.00	4.35	0.00	70.00	47.83	69.23	30.00	47.83	30.77	20	23	13
2	0.00	0.00	0.00	41.18	75.00	82.35	58.82	25.00	17.65	17	20	17
3	0.00	0.00	11.76	86.96	94.12	70.59	13.04	5.88	17.65	23	17	17
4	*	9.52	25.00	*	85.71	75.00	*	4.76	0.00	*	21	12
5	*	*	23.53	*	*	70.59	*	*	5.88	*	*	17
6		*	*		*	*		*	*		*	*
All Grades	1.96	4.31	13.51	68.63	66.38	63.96	29.41	29.31	22.52	102	116	111

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. Of the 103 students who participated in the assessment, the largest majority scored a 3.

2. The students at all grade levels were very strong in the domain of listening and speaking with lower scores in reading and writing. Our Academic English instruction in kinder and first grade focuses oral language development and the number of students scoring in levels 3 and 4 in listening and speaking is positive data. We will be increasing the opportunities for students to apply their learnings to written products well as continue to support oral language development.

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**
267	**49.1**	**44.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Boronda Elementary School - Dual Immersion Academy Salinas (DIAS).	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	118	44.2
Foster Youth		
Homeless	67	25.1
Socioeconomically Disadvantaged	131	49.1
Students with Disabilities	20	7.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.7
American Indian	8	3
Asian	2	0.7
Filipino	3	1.1
Hispanic	225	84.3
Two or More Races	2	0.7
White	24	9

Conclusions based on this data:

1. The large majority of our students identify as hispanic.

2. Over half of students are part of the socioeconomically disadvantaged student group.

3. Close to half of our students are considered English Learners, this school make up is excellent for a dual immersion model.

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  Orange	**Chronic Absenteeism**  Green	**Suspension Rate**  Blue
Mathematics  Yellow		
English Learner Progress  Green		

Conclusions based on this data:

1. English Language Arts will be a primary focus to increase performance. According to the CA Dashboard data, English Learners are in Red - Lowest performance
2. In the area of mathematics, overall student performance is in Orange. A focus area will be to implement strategies to support all students, specifically, English Learns and Socioeconomically disadvantage students.

3. Strategies to reduce chronic absenteeism have been effective. The school will continue to use best practices and set a goal to move to the Blue area.

School and Student Performance Data

Academic Performance

English Language Arts

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 English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	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**
 Orange	 Red	 No Performance Color
68.1 points below standard	90.6 points below standard	0 Students
Maintained +1.8 points	Decreased -3.6 points	
131 Students	63 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
62.4 points below standard	 Orange	108.1 points below standard
Increased Significantly +24.2 points	75.5 points below standard	Increased Significantly +35.9 points
34 Students	Increased Significantly +18.4 points	15 Students
	63 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 72.7 points below standard Increased +7.9 points 118 Students	Less than 11 Students 0 Students	No Performance Color 0 Students	Less than 11 Students 10 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**
104.5 points below standard Maintained +0.7 points 48 Students	64.3 points below standard Decreased Significantly -21.7 points 16 Students	57.7 points below standard Increased +13 points 50 Students

Conclusions based on this data:

1. In ELA, English Learner students are in the Red (90.6 points below standard), according to the CA Dashboard.
2. Socioeconomically Disadvantage and Hispanic student groups have an Orange performance level in ELA on the CA Dashboard.

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	1	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	No Performance Color
62.1 points below standard	81.6 points below standard	0 Students
Increased +7.5 points	Decreased -5.3 points	
131 Students	63 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
64.9 points below standard		128.1 points below standard
Maintained +2.4 points	Orange	Increased Significantly +29.9 points
34 Students	81.1 points below standard	15 Students
	Decreased -3.5 points	
	63 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 66.6 points below standard Increased +10.4 points 118 Students	Less than 11 Students 0 Students	 No Performance Color 0 Students	Less than 11 Students 10 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**
92.4 points below standard Decreased -3.4 points 48 Students	66.1 points below standard Decreased -13.6 points 16 Students	51.2 points below standard Increased Significantly +23.2 points 50 Students

Conclusions based on this data:

1. In the area of math, English Learners and Socioeconomically Disadvantage student subgroups are in the Orange performance level, according to the CA Dashboard.
2. All students are in the Orange performance level, according to the CA Dashboard.
3. The overall number of reclassified English Learners has decreased but the overall number of English Learner students has increased.

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.

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.”

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

Green
56.1% making progress towards English language proficiency
Number of EL Students: 82 Students
Performance Level: 4

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**
13	23	2	44

Conclusions based on this data:

1. Approximately 56.1% of English Learners are making progress towards 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**
 Green	 Green	 No Performance Color
7.8% Chronically Absent	4.8% Chronically Absent	0 Students
Declined Significantly -4.2	Declined -8.6	
268 Students	126 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Green	 Green	17.4% Chronically Absent
5.8% Chronically Absent	7.3% Chronically Absent	Declined -4.3
Declined -2.8	Declined -3.8	23 Students
69 Students	137 Students	

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 7.5% Chronically Absent Declined -2.8 226 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	16.7% Chronically Absent Declined -6.7 24 Students

Conclusions based on this data:

1. English Learns have decrease in the percentage of chronic absenteeism significantly.
2. Students classified as Homeless, reduced the rate of chronic absenteeism the least when compared to other student subgroups.
3. Overall, All student continue to reduce chronic absenteeism.

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	4

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	 No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Maintained 0	Maintained 0	
269 Students	127 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Blue	 Blue	0% suspended at least one day
0% suspended at least one day	0% suspended at least one day	Maintained 0
Maintained 0	Maintained 0	24 Students
69 Students	138 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0% suspended at least one day Maintained 0 227 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 24 Students

Conclusions based on this data:

1. Strategies that were implemented to reduce the suspension rate have been successful and will continue. According to the CA Dashboard, all student groups identified are in the Blue level.

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
Improve student academic achievement at all grades, in math and ELA, and increase English Learner proficiency in English and Math by June 2025.

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 Elementary showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:
SBAC ELA - English Learners: 69.23% 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 Screener Data Grades TK-2	Typically about 20% of students are on grade level for baseline	All students will demonstrate growth towards grade level and 55% will be at or above grade level by T3
SBAC ELA - English Learners	5.77% Met or Exceeded (Levels 3 & 4)	Increase percentage of students at levels 3 and 4 by 7-10%
SBAC ELA - English Learners	69.23% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%

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	Teacher to Support Academic English Time and English Language Arts Intervention	All students	5905 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hourly Pay 1525 LCFF-Concentration/Supplemental 3000-3999: Employee Benefits STATS related to salaries 4000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hourly Pay to support intervention 1027 Title I Part A: Allocation 3000-3999: Employee Benefits STATS related to salaries
1.2	Math and or LA intervention will be available to students not making progress towards achieving benchmark goals in all grades during the school day or during before or after school/extended year/day	All students	1000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Hourly pay for intervention beyond school day or school year 500 Title I Part A: Allocation 3000-3999: Employee Benefits STATS related to cost of salaries 1215 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials to support supplemental instruction 500 Title I Part A: Allocation 4000-4999: Books And Supplies Materials to support supplemental instruction
1.3	Students will have access to a broad curriculum and opportunities to explore in the areas of science, technology, engineering, arts and mathematics with hands on learning opportunities, outside of the classroom learning opportunities and instruction from teaching artists and professionals - programs may include after school and or extended year	All Students	500 Title I Part A: Allocation 4000-4999: Books And Supplies supplemental school supplies and materials to implement strategies and units and to facilitate extended learning time 20785 LCFF-Concentration/Supplemental

			5800: Professional/Consulting Services And Operating Expenditures Teaching artists for world visual arts, music, language, dance and creation as well as fees for outside of classroom learning 7804 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies supplemental school supplies and materials to access to a broad area of study including licensing fees as applicable 7215 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Teaching artists for world visual arts, music, language, dance and creation as well as fees for outside of classroom learning 4000 LCFF-Concentration/Supplemental 5700-5799: Transfers Of Direct Costs Transportation for outside of the classroom learning opportunities 500 Title I Part A: Allocation 5700-5799: Transfers Of Direct Costs Transportation for outside of the classroom learning opportunities
1.4	Provide before/after extended learning time for EL students needing support in English Language Development, Reading, and Math	EL Students	2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hourly pay to support extended learning opportunities 450 LCFF-Concentration/Supplemental 3000-3999: Employee Benefits STATS related to cost of salaries 1000 LCFF-Concentration/Supplemental

			4000-4999: Books And Supplies Materials to support supplemental instruction

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:

Suspension rate 0% in all areas due to other means of correction.
Chronic Absenteeism low in all areas due to communication with families about importance of attendance & additional enrichment offered at the school.
Hispanic group increased in Math proficiency by 10.4 points.
All Students increased in Math proficiency by 7.6 points.

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:

English Learners declined by 3.6 points in English Language Arts proficiency due to too many students not reading at grade level (need for strong Tier 1 intervention).
English Learners declined by 5.2 points in Math proficiency due to too many students not reading at grade level (need for strong Tier 1 intervention).

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:

English Learners will increase in Language Arts proficiency by 10 points.
English Learners will increase in Math proficiency by 10 points.

Activities/Goals:

After school tutoring for English Learners - Grades K-2 reading phonemic awareness/phonics focus (English/Spanish based on reading needs)
After school tutoring for English Learners - Grades 3-6 ELA & Math focus
During school built-in time for test preparation & practice
Strengthen Tier 1 Intervention during school time.

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
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.

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.

Supervisors, students, and staff need more trainings with supervision strategies and safe playground activities. Additionally, staff needs support with additional referral processes and procedures. Continued cultural activities to promote a sense of belonging.

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
ODR Data	10 referrals	Keep ODRs below 15% of population Limited suspensions
Student Panorama Survey	More than 75% reported school as a safe environment	85% will report school as a safe environment
Attendance data	monthly attendance data generally above 95%	Increase attendance rate

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	Incorporate and increase student selected activities to encourage regular school attendance and to reduce suspensions during recess to accommodate the needs of all student interests.	All Students	2834 Title I Part A: Allocation 4000-4999: Books And Supplies materials to support high engagement student selected activities 2000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries salaries to support supplemental learning activities 500 Title I Part A: Allocation 3000-3999: Employee Benefits salaries to support supplemental learning activities 0 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Classified salaries for childcare and access to site for parent academies, meetings and or student showcases 0 Title I Part A: Parent Involvement 3000-3999: Employee Benefits STATS related to cost of salaries 1291 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies materials to support high engagement student selected activities
2.2	Continue Playworks training for Junior Coaches and all staff.	All Students	400 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hourly Pay for Certificated staff to support positive attendance activities 91 LCFF-Concentration/Supplemental 3000-3999: Employee Benefits STATS to support Salaries

2.3	Provide training on referral forms processes and PBIS Tiers 1 supports.		
2.4	Provide Conflict Resolution training for all staff and students.		
2.5	Incorporate a more secure environment by enhancing the fencing structure for the campus.		
2.6	Support school events before, during and after school to promote safety and belonging.	All Students	2000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries PD, additional hours
2.7	Materials provided to support school events before, during and after school to promote safety and belonging.	All Students	2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials, such as vests, posters, paper, art supplies, 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:
Decreased suspension rate
Decreased chronic absenteeism rate
Participation and input in district safety Integrated safety topics to staff meeting agendas committee meetings

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:
Not enough student supervision at dismissal and recesses due to supervisory staff on leave.

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:

The goal will be changed to include continued training and practice with Playworks and Junior Coaches and remaining supervisors.
The goal will be changed to include PBIS Tier 1 and 2 Teams training staff on filling out majors and minors (ODR) forms.
The goal will be changed to include Conflict Resolution training to teachers and supervisory staff.

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
We will recruit and retain high-quality staff and provide ongoing training and coaching opportunities to provide exemplary educational experiences for all 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.

Needs:

- Currently close to half of our current teaching staff are participating in new teacher induction program as required by CTC to clear multiple subject
- Limited access to phonics instruction and intervention.
- Small group interventions.
- Learning walks.
- Differentiated instruction.
- Supervision and behavior management strategies for supervisory staff.

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
Learning walk logs.	3 out of 15 teachers	10 out of 15 teachers.
Phonics Instruction PD attendance.	1 or 2 out of 15 teachers.	10 out of 15 teachers.

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	Hire subs to release teachers to work with PBIS, MTSS, and Academic Coaches.	All Students	2000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes for teacher release to plan, collaborate, analyze data, generate data action plans, etc. None Specified None Specified None Specified None Specified
3.2	Provide classroom incentives such as technology, classroom materials and supplies, to motivate teachers to participate in PD opportunities.	All Students	200 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials incentives for PD participation.
3.3	Survey all staff to get feedback on PD that is needed.	All Students	
3.4	Training in language acquisition strategies.	All Students	
3.5	Provide supplemental phonemic awareness and phonics instruction curriculum and trainings.	All Students	
3.6	PD for classified staff around student supervision and behavior management strategies (Playworks).	All Students	
3.7	Survey office staff on needs.	All Students	
3.8	PD for office staff on identified needs.	All Students	
3.9	Provide materials and supplies for site-based PD.	All Students	
3.10	Conferences and workshops for administration, certificated staff.	All Students	3000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher & Admin Professional Development.
3.11	Phonics instruction training provided by site or district personnel.		

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:
Collaboration with grade level release/PLC
MTSS & Academic Coach positions providing exceptional support
Learning Walks

Playworks Reboot
ELD Intervention Extra Support
ELPAC after school intervention

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:
Non existent positions (Vice Principal, Library Technician)
Tier 1 Referrals (minors) and teacher supports

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: Provide PLC trainings to staff, provide opportunities for Learning Walks & Debriefs and small group instruction, provide support with phonemic awareness supplemental curriculum.

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 engagement/partnerships in an effort to increase a sense of belonging for all DIAS students and families so as to nurture the whole child in the learning experiences.

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.

Parents are eager for more opportunities to contribute and be involved in their child's school community.

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 Panorama Survey - Parent Involvement in School Functions	8% Favorable	Expected Outcome: Increase by 20%.
Parent Panorama Survey - Participation Rate	160/247 Completed Surveys	Expected Outcome: Increase by 50 surveys.

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	Parent notifications of student performances/activities in Spanish & English, via ParentSquare. Flyers will be sent out in both language. Calls to parents will be made.	All Students	300 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Paper and ink.

			None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified None Specified
4.2	Increase Parent Coordinator hours for parent participation recruitment efforts.	All Students	1200 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator support with before/after hours parent meetings and events.
4.3	Provide a variety of communication methods (ParentSquare, Hard Copies, Newsletter, Website).	All Students	
4.4	Invite parents to provide feedback after events.	All Students	
4.5	Provide light snacks and refreshments at parent events.	All Students	400 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light snacks and refreshments at parent events to accommodate meetings held during dinnertime. This will support a sense of care and belonging at the school site.
4.6	Provide child care (with activities) at parent events.	All Students	155.48 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Childcare for parents attending parent meetings.
4.7	Provide interpretation services.	Students whose parents speak a language other than English.	
4.8	Provide school gear to motivate event attendance.	All Students	
4.9	Provide raffle prizes for attending parent events.	All Students	
4.10	Provide motivational trainers/speakers/workshops for parents.	All Students	

4.11	Provide access to parent conferences, such as CABE, 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: The goal was achieved as the school was able to provide cultural activities, such as Dia de Los Muertos, Corazones Unidos, and Art Night.

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: Our PTO provided a majority of the financial support. The site ended up spending monies on paying for custodial support (OverTime).

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: This goal can remain the same, except that the budget will include only monies for the OvertTime custodial support.

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	$26131.48
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$78,297.48
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	$25,576.00
Title I Part A: Parent Involvement	$555.48

Subtotal of additional federal funds included for this school: $26,131.48

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	$52,166.00

Subtotal of state or local funds included for this school: $52,166.00

Total of federal, state, and/or local funds for this school: $78,297.48

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Concentration/Supplemental	52,166	0.00
Title I Part A: Allocation	25,576	0.00
Title I Part A: Parent Involvement	555.48	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	52,166.00
Title I Part A: Allocation	25,576.00
Title I Part A: Parent Involvement	555.48

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,305.00
2000-2999: Classified Personnel Salaries	3,355.48
3000-3999: Employee Benefits	4,093.00
4000-4999: Books And Supplies	18,044.00
5700-5799: Transfers Of Direct Costs	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	28,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	8,305.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	3,200.00
3000-3999: Employee Benefits	LCFF-Concentration/Supplemental	2,066.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	13,810.00
5700-5799: Transfers Of Direct Costs	LCFF-Concentration/Supplemental	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	20,785.00

1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	12,000.00
3000-3999: Employee Benefits	Title I Part A: Allocation	2,027.00
4000-4999: Books And Supplies	Title I Part A: Allocation	3,834.00
5700-5799: Transfers Of Direct Costs	Title I Part A: Allocation	500.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	7,215.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	155.48
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	0.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	59,926.00
Goal 2	11,116.00
Goal 3	5,200.00
Goal 4	2,055.48

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Diana Dietrich	Principal
Beatriz Lopez	Parent or Community Member
Christian Womack	Parent or Community Member
Rafael Pantoja	Parent or Community Member
Berenice Cortez	Parent or Community Member
Angelica Echevarria	Classroom Teacher Parent or Community Member
Yvonne Santos	Classroom Teacher
Angelica Marquez	Classroom Teacher
Cristina Lizaola	Classroom Teacher
Alva Soto	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/14/24.

Attested:

	Principal, Diana Dietrich on 5/14/24
	SSC Chairperson, Beatriz Lopez on 5/14/24