



# School Plan for Student Achievement (SPSA)

School Name			County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
August School	Boeger	Middle	43696176048037	Monday, December 9, 2024	Wednesday, December 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 August Boeger Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

This plan will support Comprehensive Support and Improvement as defined in California Education Code 64001 and

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.

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# 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 August Boeger Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

This plan will support Comprehensive Support and Improvement as defined in California Education Code 64001 and

August Boeger Middle School (AB) areas of growth have been identified via a needs assessment, through analysis of data that has been discussed at our School Site Council, Instructional Leadership Team, and ELAC meetings. Goals were identified and have been set to meet those particular areas of need and growth in order to support academic achievement so that all students, particularly those students that are not yet demonstrating proficiency on the state's academic standards and California Dashboard indicators get the support that they need.

Each of the August Boeger goals are aligned to MPESD's LCAP goals in that they aim to support high-quality classroom instruction, equitable access, engage parents and community members, provide a safe and supportive school environment, and support English Learners, socioeconomically disadvantaged students, and students with disabilities. School goals will influence the entire educational program of the school, student outcomes and student and parent engagement. In addition, our goals aim to improve state Dashboard indicators related to school climate, academic achievement, college and career readiness, and local indicators as defined in the Dashboard.

August Boeger's goals are in the following areas:

Goal 1: Increase Student Success for all Student Subgroups in Academics

Goal 2: Quality of Instruction: Ensuring Access to certificated teachers and standards-based curriculum

Goal 3: Create a safe and supportive learning environment where students attend and are connected to their school

In order to improve teacher and student efficacy we will be implementing the following:

- -Providing coaching and training through EL Education for our English Language Development Teacher
- -Providing evidenced-based interventions via Bay Area Tutors that will work primarily with English Language Learners, socioeconomically disadvantaged, Hispanic, Foster, Homeless, and students with disabilities in their ELD classes.
- -Providing Math Teachers and students Stanford's Peer Teach program that will be implemented in math classes specifically to further support all students and subgroups.

This particular school plan for student achievement (SPSA) is a strategic plan that maximizes resources with the ultimate goal of increasing student achievement. Through each outlined goal, students, staff, and the learning community will work towards improvement with the resources that are made available with each plan.

## Educational Partner Involvement

How, when, and with whom did August Boeger Middle 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

The School Site Council, comprised of administration, parents, students, teachers, classified and certificated support staff engaged in ongoing discussion of the goals and progress of the SPSA. With input from ILT, Staff, and ELAC, the School Site

Council was able to review and update the Plan as needed to meet student needs and develop allocation recommendations for the 2024-25 SPSA. The SPSA was presented to staff and parents throughout the year in various venues and input was collected from partners. The main purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the physical and instructional resources available to the school to minimize duplication of efforts; with the ultimate goal of increasing student achievement. The intention is that this process will lead to a partnership between student, family and school.

# 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.

We do not have any resource inequities. Every student at our school has access to standards-based curriculum and instructional materials as required by the Williams Act.

## 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.

Although we improved from red to orange on the Dashboard in regards to Chronic Absenteeism, this is still an area for improvement, especially for Long-term English Learners and students with disabilities.

In English Language Arts and Math CAASPP Performance, overall, we maintained in both areas. English Language Arts continues to be in the orange, while Math continues to be in the red. Both are areas for continued improvement, especially as it pertains to English Language Learners, Long-term English Language Learners, and Students with Disabilities. Math also includes socioeconomically disadvantaged and Hispanic students as subgroups not meeting grade level standards, as they are in the red.

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.

In English Language Arts, the following subgroups performed lower than the "all student" performance: English Language Learners, Long-term English Language Learners, and Students with Disabilities.

In Mathematics, the following subgroups performed lower than the "all student" performance: English Language Learners, Long-term English Language Learners, Students with Disabilities, and Hispanic students.

### Other Needs

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

Student data from iReady assessments shows that there are students who need additional reading and math intervention support as they are considerable below grade level in one or both areas.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for August Boeger Middle 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%	%	0	0	
African American	1.87%	2.37%	2.76%	8	10	11
Asian	18.93%	16.11%	18.09%	81	68	72
Filipino	%	0%	0.75%	0	0	3
Hispanic/Latino	72.43%	72.99%	70.35%	310	308	280
Pacific Islander	1.40%	1.66%	1.51%	6	7	6
White	2.57%	2.84%	1.76%	11	12	7
Multiple/No Response	1.87%	2.37%	2.26%	8	10	9
Total Enrollment				428	422	398

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	131	149	131
Grade 7	143	129	138
Grade 8	154	144	129
Total Enrollment	428	422	398

#### Conclusions based on this data:

- Declining enrollment over the past few years is in part due to the impact of the cost of living in the Bay Area. Economic downturns force families to relocate, leading to lower enrollment.
- Our enrollment by student group is primarily Latino (70%). As a result, we have designed specific activities and programs to engage our diverse Latino community. Although our enrollment for the other student groups is lower, we still work to be inclusive with culturally responsive lessons and cultural celebrations. We place an emphasis on inclusive practices as we value each of our students' cultural, linguistic, and diverse backgrounds that contribute to our rich school community.
- Demographers have indicated that there is a decline in enrollment throughout our Mount Pleasant Elementary School District and Santa Clara County. The decline in the number of school-age children and a shift in population patterns led to decreased enrollment.

# 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	189	168	164	40.4%	44.2%	41.2%
Fluent English Proficient (FEP)	91	104	83	27.6%	21.3%	20.9%
Reclassified Fluent English Proficient (RFEP)	27	14	29	7.0%	6.31%	

### Conclusions based on this data:

1. Our numbers of English Language Learners (ELLs) over the past three school years have decreased. Yet, are still high. We continue to develop our teachers' capacities to instruct ELLs and engage them with lessons and activities to increase students English language proficiency and their ability to access and use academic language.
2. Our Fluent English Proficient group decreased.
3. Our Reclassified numbers increased. We will continue to build our teachers capacity to plan, teach, and provide intervention and support for our English Language Learners. We will also continue to do prep sessions to prepare our students for assessments.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	127	144	133	124	138	128	123	138	128	97.6	95.8	96.2
Grade 7	135	125	133	132	124	132	131	123	131	97.8	99.2	99.2
Grade 8	152	137	122	149	134	121	149	134	121	98.0	97.8	99.2
All Grades	414	406	388	405	396	381	403	395	380	97.8	97.5	98.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2483.	2468.	2470.	8.13	7.97	5.47	21.95	16.67	21.88	30.89	27.54	28.13	39.02	47.83	44.53
Grade 7	2538.	2529.	2514.	11.45	9.76	11.45	34.35	34.15	32.06	26.72	22.76	19.08	27.48	33.33	37.40
Grade 8	2539.	2515.	2529.	8.72	9.70	8.26	34.90	21.64	30.58	23.49	26.87	29.75	32.89	41.79	31.40
All Grades	N/A	N/A	N/A	9.43	9.11	8.42	30.77	23.80	28.16	26.80	25.82	25.53	33.00	41.27	37.89

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.13	6.52	6.25	58.54	51.45	50.00	33.33	42.03	43.75
Grade 7	10.69	6.50	11.45	65.65	68.29	51.15	23.66	25.20	37.40
Grade 8	14.77	5.22	10.74	56.38	52.24	55.37	28.86	42.54	33.88
All Grades	11.41	6.08	9.47	60.05	56.96	52.11	28.54	36.96	38.42



<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	8.33	7.25	9.38	43.33	36.96	43.75	48.33	55.80	46.88
Grade 7	21.54	20.33	23.85	62.31	46.34	43.85	16.15	33.33	32.31
Grade 8	14.97	14.93	18.33	51.02	50.00	48.33	34.01	35.07	33.33
All Grades	15.11	13.92	17.20	52.39	44.30	45.24	32.49	41.77	37.57

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	12.20	7.97	11.72	70.73	73.91	67.97	17.07	18.12	20.31
Grade 7	9.16	9.76	7.63	74.05	78.05	70.23	16.79	12.20	22.14
Grade 8	12.08	6.72	10.74	69.13	70.90	70.25	18.79	22.39	19.01
All Grades	11.17	8.10	10.00	71.22	74.18	69.47	17.62	17.72	20.53

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	14.63	13.04	9.38	64.23	57.25	64.84	21.14	29.71	25.78
Grade 7	14.50	16.26	16.79	67.94	67.48	54.96	17.56	16.26	28.24
Grade 8	14.77	14.93	17.36	65.77	59.70	62.81	19.46	25.37	19.83
All Grades	14.64	14.68	14.47	66.00	61.27	60.79	19.35	24.05	24.74

#### Conclusions based on this data:

1. Our overall achievement for students meeting or exceeding standards increased by 3.7%. Our overall percentage of students nearly meeting standard decreased by .3% from the previous year. We did not meet our goal of increasing by ten percentage points. We continue to work on implementing AVID instructional strategies school-wide and increasing students' reading, writing and overall literacy across the curricular areas. We also plan on using iReady lessons as intervention to address ELA student skill needs and have included collaboration rounds for teachers to plan with one another and vertically and horizontally align.
2. The percentage of students tested increased slightly. Overall, the percentage of students not meeting standard decreased. 7th grade was the only one that increased. Overall, the percent of students nearly meeting standard slightly decreased due to 7th grade performance. All other grades increased. Overall, the percent of students meeting standard increased in comparison to the previous year, 7th grade was the only one that decreased. Overall, the percentage of students exceeding standard, slightly decreased.

We made small gains in the Writing strand across grade levels and in all areas from the previous year. The percentage of students above Standard increased (all grade levels). The percentage of students At or Near Standard slightly increased overall and students Below Standard decreased (all grade levels).

Our overall Below Standard percentage increased in the Reading, Listening, and Research/Inquiry strands largely due to the performance of the 7th grade students. 6th and 8th grader's Below Standard percentage overall decreased.

Although we did make slight gains, we did not meet our overall goal of increasing by ten percentage points.

3. The 7th grade group (our current 8th grade) is the group that performed the lowest in most areas of the ELA assessment. This is a group of students that will need support, interventions, and time to develop skills needed in Reading, Listening, and Research/Inquiry, while still developing their Writing skills.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	127	143	133	125	142	133	124	142	132	98.4	99.3	100
Grade 7	134	125	133	133	124	130	133	124	129	99.3	99.2	97.7
Grade 8	152	137	122	151	137	122	151	137	122	99.3	100.0	100
All Grades	413	405	388	409	403	385	408	403	383	99.0	99.5	99.2

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2438.	2443.	2453.	3.23	8.45	10.61	10.48	9.86	9.85	22.58	21.13	23.48	63.71	60.56	56.06
Grade 7	2464.	2463.	2465.	10.53	4.84	10.08	9.77	12.10	10.85	22.56	24.19	20.93	57.14	58.87	58.14
Grade 8	2472.	2470.	2465.	5.96	9.49	6.56	9.27	7.30	5.74	22.52	21.90	21.31	62.25	61.31	66.39
All Grades	N/A	N/A	N/A	6.62	7.69	9.14	9.80	9.68	8.88	22.55	22.33	21.93	61.03	60.30	60.05

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.03	5.63	6.82	41.94	36.62	40.15	54.03	57.75	53.03
Grade 7	8.27	5.65	9.30	44.36	51.61	40.31	47.37	42.74	50.39
Grade 8	5.96	6.57	6.56	47.68	49.64	48.36	46.36	43.80	45.08
All Grades	6.13	5.96	7.57	44.85	45.66	42.82	49.02	48.39	49.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	4.84	10.56	9.85	52.42	50.00	57.58	42.74	39.44	32.58
Grade 7	7.52	4.03	10.08	56.39	58.87	48.06	36.09	37.10	41.86
Grade 8	3.97	5.11	2.46	56.29	57.66	62.30	39.74	37.23	35.25
All Grades	5.39	6.70	7.57	55.15	55.33	55.87	39.46	37.97	36.55

#### Conclusions based on this data:

- Our overall achievement for students meeting or exceeding standard slightly increased. The percentage of overall students nearly meeting standard decreased. The percentage of overall students not meeting standard slightly decreased by .25. 6th grade, overall, showed improvement in all areas. Overall, the 7th and 8th grade testing results show that they need more math skill and concept development.

We did not meet our goal of increasing by ten percentage points. We will continue to work toward our goal of 10% increase in math this year.
- Our percentage of students tested remained steady.
- Problem Solving & Modeling/Data Analysis -- Using appropriate tools and strategies to solve real world and mathematical problems is the most challenging area for our students overall based on data. Yet, our students overall math performance has and continues to be low in all areas of math despite small improvements in certain areas or grade level.

All of our students need more math concept and skill development. We will be using iReady lessons in math as intervention and to build students math skills. We ( administrators and some math teachers) will also be participating in the East Side Alliance Silicon Valley Mathematics Initiative next year.

Include more student engagement activities and student talk so that they own the learning.

# 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 \(ELPAC\)](https://elpac.org) web page or the [ELPAC.org](https://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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1530.2	1504.6	1516.5	1529.3	1491.3	1514.6	1530.6	1517.6	1518.0	50	56	58
7	1547.9	1539.0	1536.6	1549.1	1526.8	1526.8	1546.2	1550.8	1545.9	52	49	44
8	1557.9	1552.3	1557.9	1562.4	1555.6	1560.1	1552.9	1548.7	1555.2	48	55	34
All Grades										150	160	136

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	24.00	8.93	18.97	36.00	33.93	34.48	26.00	35.71	29.31	14.00	21.43	17.24	50	56	58
7	26.92	14.29	22.73	50.00	44.90	31.82	13.46	30.61	34.09	9.62	10.20	11.36	52	49	44
8	27.08	27.27	23.53	47.92	43.64	41.18	14.58	9.09	26.47	10.42	20.00	8.82	48	55	34
All Grades	26.00	16.88	21.32	44.67	40.63	35.29	18.00	25.00	30.15	11.33	17.50	13.24	150	160	136

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	46.00	21.43	31.03	34.00	39.29	44.83	10.00	19.64	12.07	10.00	19.64	12.07	50	56	58
7	53.85	24.49	29.55	30.77	53.06	47.73	7.69	14.29	9.09	7.69	8.16	13.64	52	49	44
8	52.08	56.36	29.41	31.25	18.18	44.12	6.25	10.91	20.59	10.42	14.55	5.88	48	55	34
All Grades	50.67	34.38	30.15	32.00	36.25	45.59	8.00	15.00	13.24	9.33	14.38	11.03	150	160	136

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	6.00	3.57	10.34	30.00	25.00	18.97	36.00	42.86	36.21	28.00	28.57	34.48	50	56	58
7	5.77	14.29	15.91	40.38	28.57	18.18	40.38	36.73	40.91	13.46	20.41	25.00	52	49	44
8	10.42	12.73	2.94	33.33	41.82	44.12	39.58	20.00	35.29	16.67	25.45	17.65	48	55	34
All Grades	7.33	10.00	10.29	34.67	31.88	25.00	38.67	33.13	37.50	19.33	25.00	27.21	150	160	136

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	18.00	12.50	20.69	70.00	58.93	58.62	12.00	28.57	20.69	50	56	58
7	9.62	8.16	11.36	73.08	77.55	75.00	17.31	14.29	13.64	52	49	44
8	14.58	27.27	20.59	72.92	54.55	70.59	12.50	18.18	8.82	48	55	34
All Grades	14.00	16.25	17.65	72.00	63.13	66.91	14.00	20.63	15.44	150	160	136

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	64.00	37.50	67.24	30.00	48.21	22.41	6.00	14.29	10.34	50	56	58
7	75.00	51.02	62.79	17.31	44.90	25.58	7.69	4.08	11.63	52	49	43
8	62.50	65.45	58.82	27.08	18.18	35.29	10.42	16.36	5.88	48	55	34
All Grades	67.33	51.25	63.70	24.67	36.88	26.67	8.00	11.88	9.63	150	160	135

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.00	8.93	8.62	44.00	28.57	32.76	42.00	62.50	58.62	50	56	58
7	11.54	14.29	13.64	61.54	48.98	47.73	26.92	36.73	38.64	52	49	44
8	18.75	27.27	17.65	50.00	40.00	52.94	31.25	32.73	29.41	48	55	34
All Grades	14.67	16.88	12.50	52.00	38.75	42.65	33.33	44.38	44.85	150	160	136

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	14.00	17.86	18.97	76.00	67.86	62.07	10.00	14.29	18.97	50	56	58
7	7.69	32.65	11.36	84.62	59.18	84.09	7.69	8.16	4.55	52	49	44
8	6.25	3.64	5.88	83.33	78.18	88.24	10.42	18.18	5.88	48	55	34
All Grades	9.33	17.50	13.24	81.33	68.75	75.74	9.33	13.75	11.03	150	160	136

**Conclusions based on this data:**

1. Overall, the mean scale scores have increased from 22-23 to 23-24, except for those of 7th graders which slightly decreased or stayed the same.
2. The Oral language, Written language, Reading, Speaking, Listening, and Writing domains at level 4 stood out as areas that still need improvement, especially since obtaining a level 4 score is one of the criteria for reclassification.
3. In overall language, the 23-24 percentage of students that earned a level 4 went up from the previous year. Yet, the percentage is lower than that of the 21-22 academic year. The percentage of students at level 3 has decreased every year for the past 2 years. Percentage of students at level 2 has increased year by year. The percentage of students at level 1 decreased from the previous year, but is still slightly higher than the 21-22 academic year.

# 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
422	77.5	39.8	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in August Boeger Middle 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	168	39.8
Foster Youth		
Homeless	26	6.2
Socioeconomically Disadvantaged	327	77.5
Students with Disabilities	72	17.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.4
Asian	68	16.1
Hispanic	308	73
Two or More Races	10	2.4
Pacific Islander	7	1.7
White	12	2.8

### Conclusions based on this data:

1. We have a high number of socioeconomically disadvantaged students at about 78%. Due to this percentage, we have provided professional development opportunities for our teachers around social emotional learning, trauma-informed practices, and are providing more resources for families and students through our family case manager.



We were also awarded a 5 year community school implementation grant to strengthen support systems for our students. As part of our community school, we will be adding a Wellness center focused on SEL and the whole child approach.in the Fall of 2024.

2. With 17% of our student population needing special education, we are being more inclusive in our instructional practices with more push in and class within a class co-teaching classes. Our goal is to decrease the number of students that are pulled out and increase the number of students that are in general ed courses using the class within a class model.
3. With almost 40% of our student population classified as English Language Learners, we are focusing on building their literacy skills and strategies across the curricular areas. We are investing in professional development and coaching for our ELD teacher. We are also including in class push in tutoring in our ELD classes through our partnership with Bay Area Tutors Association in the 2024 Academic year.

# 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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<b>2023 Fall Dashboard Overall Performance for All Students</b>
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Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Red</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Red</div>		
<div>English Learner Progress</div> <div> Red</div>		

Conclusions based on this data:

1. Due to our chronic absenteeism, our BEST Committee has focused on incentives for students attending school regularly. Our Family Case Manager, front office staff, and administrators are working closely with our students who are chronically absent by communicating with their families and setting individual attendance goals and incentives.
2. Our BEST Team and administrators continue to monitor our suspension rate. We have worked to find alternatives to suspensions through restorative justice practices. We will continue working on building our students' empathy

and holding mediations, restorative sessions, and/or conferences to set expectations for student behaviors. We will also be focusing on providing deescalation and restorative justice professional learning for staff.

3. Looking at the indicators, our school is below standards in meeting expectations in all of the academic performance categories which include English Language Arts, Mathematics, and English Learner Progress. for the 2023 academic year.

# School and Student Performance Data

## Academic Performance English Language Arts

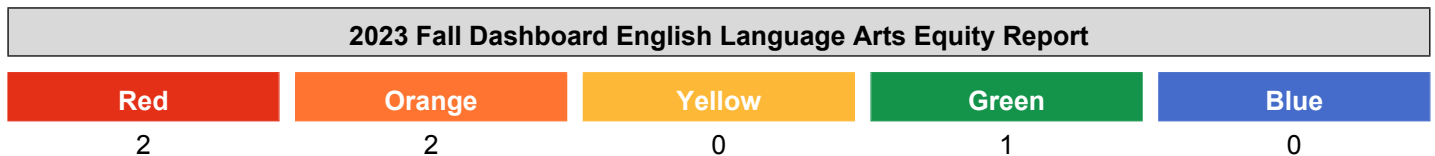
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Orange 45.5 points below standard Decreased Significantly -16.2 points 395 Students	<b>English Learners</b>  Red 71.9 points below standard Decreased -14.1 points 199 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 35.5 points below standard Increased Significantly +39.3 points 22 Students	<b>Socioeconomically Disadvantaged</b>  Orange 55.7 points below standard Decreased -11.2 points 310 Students	<b>Students with Disabilities</b>  Red 125.1 points below standard Maintained +2.3 points 68 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  10 Students	 No Performance Color 0 Students	 Green 31.5 points above standard Maintained -0.9 points 63 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 62.5 points below standard Decreased Significantly - 15.9 points 288 Students	Less than 11 Students  10 Students	Less than 11 Students  5 Students	10.8 points below standard Decreased -13 points 12 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
94.2 points below standard Decreased -14.5 points 152 Students	0.4 points above standard Increased Significantly +19.9 points 47 Students	42.7 points below standard Decreased Significantly -17.5 points 141 Students

#### Conclusions based on this data:

- Our students in all student groups are classified "Low," except for our Students with Disabilities and English Learners who are classified "Very Low" and our Asian sub group which is in the green. In response, we have modified our class structures for our special education students which includes more inclusive practices with class within a class co-teaching models and will focus on improving the overall performance of all of our groups of students.
- Our reclassified students (RFEPs) scored higher than our English Only students, however overall our ELLs are still scoring well below our English Only students. We will continue to monitor our ELLs to ensure continual growth. We will continue our high expectations and rigor of our ELLs in their integrated classes and in ELD and will be providing teacher coaching and in class push in tutors for the ELD teacher.
- Our Hispanic students, students with special needs, and our ELLs are the groups of students that need the most support in English Language Arts.  
  
We will also be focusing on implementing AVID school-wide strategies to help all students gain strategies and techniques to increase learning and engagement.

# School and Student Performance Data

## Academic Performance Mathematics

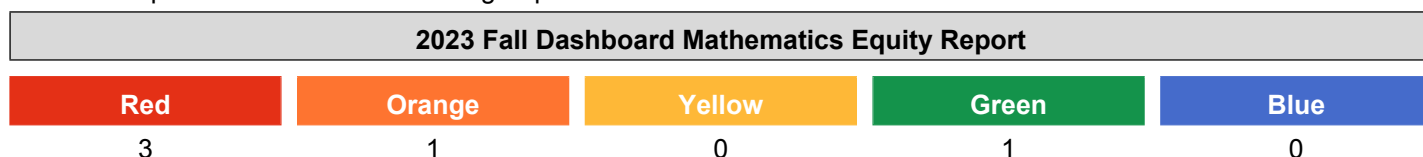
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Red 106.7 points below standard Maintained +1.5 points 393 Students	<b>English Learners</b>  Red 132.3 points below standard Maintained -0.5 points 198 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 99.5 points below standard Increased Significantly +88.4 points 22 Students	<b>Socioeconomically Disadvantaged</b>  Red 119.8 points below standard Maintained +1.7 points 308 Students	<b>Students with Disabilities</b>  Orange 183.2 points below standard Increased +5.1 points 68 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  10 Students	 No Performance Color 0 Students	 Green 23 points below standard Increased +10.7 points 63 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 125.7 points below standard Maintained +1.8 points 287 Students	Less than 11 Students  10 Students	Less than 11 Students  5 Students	99.3 points below standard Increased +6.1 points 12 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
157.2 points below standard Maintained +1.7 points 151 Students	52.4 points below standard Increased Significantly +31.6 points 47 Students	100.9 points below standard Increased +10.3 points 140 Students

#### Conclusions based on this data:

1. Our students in all student groups either maintained or increased. Yet, they are still generally performing below standard. We will continue to expose our students to standards based math work and develop lessons that are rigorous and have the support needed for students to learn and improve.
2. Our Asian subgroup is performing better than the other subgroups.
3. Hispanic, Socioeconomically Disadvantaged, and ELLs generally need the most support in math.

We will work on providing math teacher professional learning through the SVEF math initiative to build teacher capacity and to further provide support and resources. We will be adding Peer Teach to further support math teachers and students with an opportunity for students to learn from one another and for teachers to have time to conference with the students that most need it. We will also be providing ongoing opportunities for our math teachers to meet with the high school math teachers of the school where most of our students will transition to in the future. This way, we may better align and prepare our students.

We will also provide tutoring opportunities for students.

Include AVID Tutorials in all classes and provide teacher training in 2024 T3.

# School and Student Performance Data

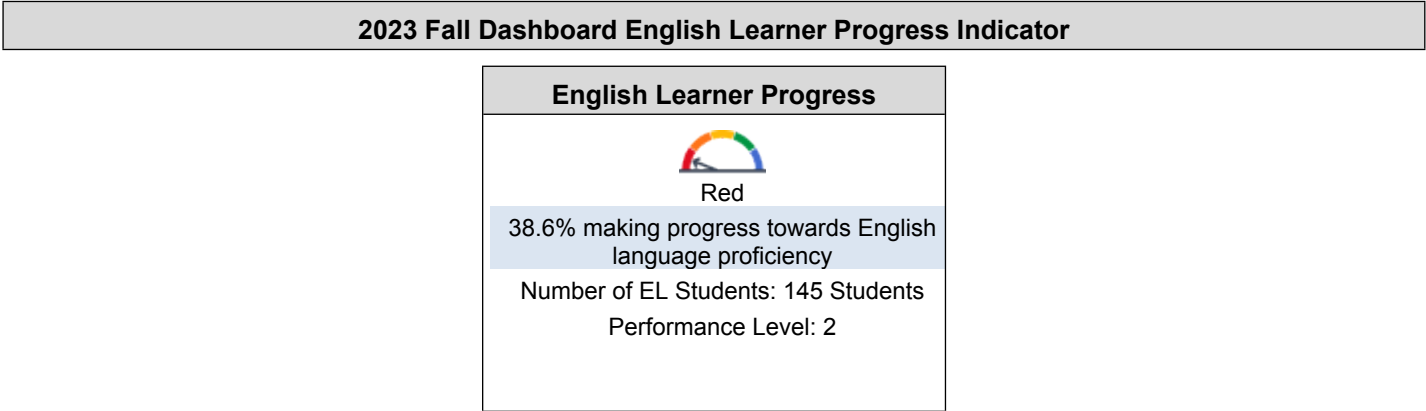
## Academic Performance English Learner Progress

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



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
41	48	15	41

### Conclusions based on this data:

1.

41% of our ELLs progressed at least one level. We will seek more ways to support our ELLs so that they may make more progress and will use formative assessments to gather data in order to determine next steps in their academic progress.
2.

41% of the students also decreased by 1 ELPI level. Therefore, it is crucial that we are exposing our students to as many language building opportunities as possible.
3.

15% of the students maintained an ELPI level of 4.

48% of the students maintained an ELPI level 1, 2L, 2H, 3L, or 3H.

Our Instructional Leadership Team and AVID school Site Team will work together to support teachers and we will be providing more professional learning and support.





# 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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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



Red

25.2% Chronically Absent

Increased Significantly 10.7

437 Students

#### English Learners



Red

23.9% Chronically Absent

Increased Significantly 11.2

184 Students

#### Foster Youth



No Performance Color

0 Students

#### Homeless

25% Chronically Absent

Increased 5

28 Students

#### Socioeconomically Disadvantaged



Red

28% Chronically Absent

Increased Significantly 11

347 Students

#### Students with Disabilities







Red

35.1% Chronically Absent

Increased 14

74 Students

### 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

<b>African American</b> <div>9.1% Chronically Absent</div> <div>0</div> <div>11 Students</div>	<b>American Indian</b> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<b>Asian</b> <div></div> <div>Orange</div> <div>9.6% Chronically Absent</div> <div>Increased 3.6</div> <div>73 Students</div>	<b>Filipino</b> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<b>Hispanic</b> <div></div> <div>Red</div> <div>28.8% Chronically Absent</div> <div>Increased Significantly 13.2</div> <div>316 Students</div>	<b>Two or More Races</b> <div>38.9% Chronically Absent</div> <div>Increased 5.6</div> <div>18 Students</div>	<b>Pacific Islander</b> <div>Less than 11 Students</div> <div>7 Students</div>	<b>White</b> <div>16.7% Chronically Absent</div> <div>Increased 8.3</div> <div>12 Students</div>

#### Conclusions based on this data:

1. Our BEST Team, Family Case Manager, Teachers, staff and administrators, work closely with our chronic absentee students to monitor and set individual attendance goals and incentives. We will also continue to work with Students with Disabilities' Case Managers to understand needs and to be able to provide resources needed to increase attendance.
2. All our subgroups increased and the overall student population are performing at the lowest level in terms of chronic absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

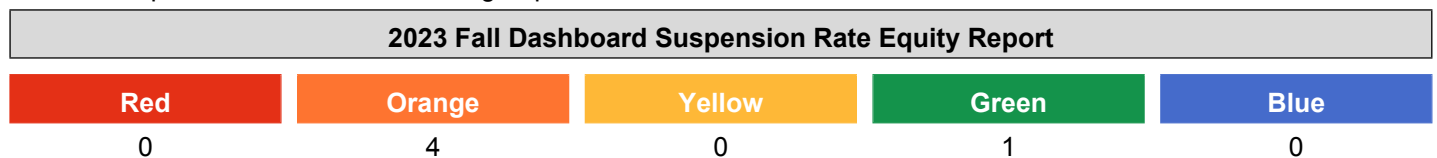
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This section provides number of student groups in each level.



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		
<b>All Students</b>  Orange 8.4% suspended at least one day Increased 1.4 441 Students	<b>English Learners</b>  Orange 11.4% suspended at least one day Increased 3.3 185 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 14.3% suspended at least one day Increased 14.3 28 Students	<b>Socioeconomically Disadvantaged</b>  Orange 9.5% suspended at least one day Increased 2.9 349 Students	<b>Students with Disabilities</b>  Orange 9.3% suspended at least one day Increased 2.4 75 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b> 27.3% suspended at least one day 11 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b>  Green 1.4% suspended at least one day Declined -1 74 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Orange 9.4% suspended at least one day Increased 2.2 319 Students	<b>Two or More Races</b> 11.1% suspended at least one day Declined -13.9 18 Students	<b>Pacific Islander</b> Less than 11 Students 7 Students	<b>White</b> 8.3% suspended at least one day Increased 8.3 12 Students

#### Conclusions based on this data:

1. Our suspension rates increased in most subgroups and decreased in two of them (Asian and Two or more races), Our BEST Team and administrators will work on providing professional learning in the areas of PBIS and restorative justice practices to improve overall school climate. As an alternative to suspensions, we will use more restorative justice practices when possible (ie. during school and after school reflective sessions, conferences, mediations).
2. We will also continue working on creating a more inclusive, engaging and welcoming environment and on building community.
3. We will also be adding mindfulness practices through the Mindful Life Project. There will be a mindfulness coach that will provide push in classes, rise up groups, and two-to-one sessions to address student needs and to build student capacity. Eventually, we want to create student mindfulness leaders that can also support their peers.

# 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.

#### **Increase Student Success for all Student Subgroups in Academics**

Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

### 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.

Academic achievement through an equity lens is one of the primary objectives at August Boeger Middle School. In order to identify needs, we use our needs assessment and state data that is analyzed and discussed in our School Site Council, ELAC, Instructional Leadership Team, and AVID School Site Team.

Based on ELA CAASPP Data, 33% of students met or exceeded standard in the AY 2022-23. In 2023-2024, 36.58% met or exceeded standard. That is an increase of 3. 58%.

Although there has been slight growth (3.58%) in ELA on the CA Dashboard data when we compare 2022-23 and 2023-24 data, we still need to continue to focus on English Language Learners, Long-term English Language Learners, Students with disabilities, and Socioeconomically Disadvantaged students. The 2024 data shows that all students have maintained in the orange category on Dashboard, which is still low. Yet , when it comes to English Learners, Long-term English Learners and Students with Disabilities , we declined across all 3 areas. Therefore, more progress is needed.

Based on Math CAASPP Data, 17% of students met or exceeded standard in 2022-23. In 2023-2024, 18.02% students met or exceeded standard. Although there has been slight growth (1.02%) in math, the 2024 Dashboard data shows that all students have maintained in the red category, which is very low. Students that are socioeconomically disadvantaged maintained, while English Learners, Hispanic, Long-term English Learners and Students with Disabilities declined anywhere from 3 to 14 points. The only subgroup that was in the green was the Asian subgroup.

According 2024 Dashboard data, 55.4% of English Learners made progress and 61% of LTELs made progress moving both groups into the blue category, which is very high. English Learners increased by 16.8% and Long-term English Learners increased to 18.2 %. On the Summative ELPAC results, 51.2 % of English Learners progressed at least 1 ELPI level and 3.9% maintained ELPI level 4. This was an improvement from the previous year (2022-23).

Yet, when we disaggregate the data, the percentage of English Learners and Longterm English Learners that met or exceeded standard decreased from the previous year in both ELA and Math.

- ELs= 13.5% AY 2022-23 met or exceeded, 11.89% AY 2023-2024 met or exceeded / LTEL= 1.49 % met standard (6th grade only)
- ELs= 4.29% AY 2022-23 met or exceeded, .3.03% AY 2023-2024 met or exceeded / LTEL= 0% met standard

Based on our needs assessment, in class tutoring and more professional development and support for the ELD teacher around how to support ELs and Longterm ELs more specifically came up as areas of need.

## 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
CAASPP - ELA	33% AY 2022-23 met or exceeded, 36.58% AY 2023-2024 met or exceeded	At or above 38%
CAASPP - Math	17% AY 2022-23 met or exceeded, 18.02% AY 2023-2024 met or exceeded	At or above 20%
Local Indicator Self Reflection Tool - Priority 7 Access to broad course of study	100%	100% implementation
CAASPP - ELA Data for English Learners & Long-term ELs	ELs= 13.5% AY 2022-23 met or exceeded, 11.89% AY 2023-2024 met or exceeded / LTEL= 1.49 % met standard (6th grade only)	At or above 15%
CAASPP - Math Data for English Learners	ELs= 4.29% AY 2022-23 met or exceeded, .3.03% AY 2023-2024 met or exceeded / LTEL= 0% met standard	At or above 6%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Advancement Via Individual Determination (AVID) Strategies School-wide Implementation</p> <p>AVID prepares all students, including English Language Learners, Students with Disabilities, Foster Youth, and Low-Income students, through instructional best practices, strategies and techniques that are embedded into daily lessons in order to build student skills, habits, and behaviors while equipping them with tools and providing college and career readiness preparation.</p> <p>We will continue to implement AVID strategies school-wide at August Boeger in alignment with our feeder school Robert Sanders Elementary's AVID program. We will also continue to have faculty and administrators attend the Summer AVID Institute (professional development) for teachers and Administrators. In order to ensure that all teachers are prepared to embed lessons with AVID strategies, teachers will also receive monthly PD sessions and tips through our AVID School Site Team and will also be provided collaboration time to plan with grade level/department throughout the academic school year. in addition, students will be provided opportunities to visit college campuses and to learn about post secondary educational and career opportunities.</p>	ALL Students	<p>17,500</p> <p>0710 - LCFF Supplemental 0000: Unrestricted AVID Professional Developments - AB</p>

<b>1.2</b>	<p>In-class tutoring during the school day.</p> <p>Provide targeted and consistent interventions and tutoring support in small groups, homework support, and provide small group intervention through programs such as Elevate Math. In addition, partner with Bay Area Tutors Association for in class in person tutoring (ELA/AVID/ELD) and after school literacy intervention and Student's of Promise Support. We continue to commit to recruiting, retaining, and training instructional aides to provide in class support and interventions to students with special needs and others. In addition, we will add Stanford's Peer Teach program which will give students the opportunity for productive struggle with a peer they trust, that will provide research-based trainings for students on how to help their peers, instead of giving away answers, they'll learn how to ask thoughtful questions, provide helpful hints, and model their thinking out loud. In addition, it pairs students who need help with those who have mastery. The program also allows for quick checks for understanding after each session to celebrate student learning. Lastly, continue to provide summer school recovery and enrichment opportunities for our students.</p> <p>Add AVID Tutoring in all classes and provide Teacher and student training. Our Goal is to add this for Trimester 3 of the 2024-25 academic year. Therefore, we want to do training before that.</p>	ALL Students	<p>136,129</p> <p>0710 - LCFF Supplemental</p> <p>7000-7439: Other Outgo</p> <p>3010 Title 1</p>
<b>1.3</b>	<p>Extended Learning Support (beyond the regular school day-- Before School, After School, and Extended Year )</p> <p>Continue to prioritize students who are low income, ELL, foster youth, students with disabilities, and homeless students for enrollment in our before and After School Program (ELOP/ASES).</p>	ALL Students	<p>475,000</p> <p>6010-After School Education and Safety (ASES)</p> <p>7000-7439: Other Outgo</p> <p>2600-- ELOP</p>
<b>1.4</b>	<p>Building Teacher and Administrative Efficacy</p> <p>Continue to increase professional development to improve teaching and learning across all subject areas. Teachers and administrators will engage in ongoing cycles of inquiry using the PDSA (Plan, Do, Study, Act) model, professional developments around best practices and proven research-based strategies for English Language Development (integrated and designated to increase reclassification numbers), AVID strategies, Lesson development, PBIS, MTSS, DEIB and SEL. Teachers and administrators will be provided on-going district wide and school site professional development. Teachers and instructional aides will be provided training, coaching, and planning support via monthly collaboration time and meetings. On-going professional development</p>	All Students/At-Risk Students	<p>12,500</p> <p>0710 - LCFF Supplemental</p> <p>7000-7439: Other Outgo</p> <p>4203--Title III EL</p>



	<p>serves as a cornerstone for continuous improvement of teaching practices. By honing their skills and staying informed about best practices, educators can deliver high-quality instruction that aligns with evolving educational demands and student needs across all subject areas.</p> <p>The ELD Teacher will also be provided instructional coaching through EL Education.</p> <p>Teachers will also use the provided monthly collaboration time to focus on collaboratively planning in grade level/department teams in order to ensure that lessons are standard-aligned, have rigor with the proper support needed, and include differentiation and multiple opportunities for students to demonstrate understanding throughout the lesson, include retake assessment opportunities in order for students to demonstrate mastery, and include opportunities for students get intervention support within their classroom setting.</p>		
<b>1.5</b>	<p>Purchase adopted technology and software programs to assist with differentiated instruction to supplement the adopted standards-based curriculum. The application utilized will support student learning in the classroom as well as provide extended learning opportunities. Using technology in a purposeful way to provide universal access and to differentiate instruction for our most vulnerable populations (English Language Learners, Foster Youth, Homeless, Low Income, and Student With Disabilities) will assist students to practice and develop skills and will assist teachers in providing targeted, small group and individualized support while students still access instruction at grade-level in their content areas. Professional development/training will be provided to support teachers and other school staff, parents, and students in the use of supplemental instructional supports by the Instructional Technology Leadership Committee (ITLC). The ITLC will receive an annual stipend and participating teachers will get paid the negotiated rate for working beyond the contracted school day.</p> <p>Continue to strengthen technology support capabilities in order to increase student and parent/caregiver engagement, as well as differentiated instruction. Maintenance, technical support, workshops for parents/caregivers and students are key roles that Technology Support Staff fulfill. In order to make sure that the school maintains and evolves with technology, a qualified team of support staff will be essential.</p>	All Students/At-Risk Students	20,445 0710 - LCFF Supplemental 7000-7439: Other Outgo
<b>1.6</b>	Maintain funding for the psychologist who administers assessments, conducts annual reviews, monitors the progress of targeted students, consults in regards to student needs and makes recommendations to ensure that identified	At-Risk Students	48,240 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries

	students may be successful. This action will assist with assessing in a timely manner the most vulnerable populations (English Learners, Foster Youth, students with Special Needs, and Low Income) who are struggling. It will also help said students receive appropriate placements and provide the proper resources and services to address their physical, emotional, and academic needs.		
<b>1.7</b>	<p>Maintain enrichment opportunities by covering the cost of teaching staff that provide Music, Art, Dance, and paying Middle School teachers to teach an elective class during their preparation/planning period.</p> <p>Purchase supplemental instructional supplies to support enrichment opportunities; may include materials as well as contracted services for Art lessons, dance classes, or other enrichment opportunities.</p> <p>Provide students with extracurricular opportunities in Athletics/Sports.</p>	All Students	<p>359,012 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries</p>
<b>1.8</b>	<p>Provide collaboration rotations in which students receive enrichment instruction in Art and Music. Continue to supplement our music and art program and include fieldtrips, and instruments and art supplies to further provide students with the opportunity to learn about the Arts. Embed opportunities for students to grow in their understanding of the arts by creating opportunities in their Research Based Projects and/or History course.</p>	All Students	<p>186,987 Other</p> <p>6762 -- Arts, Music, InstMat (AMIM) &amp; 6770 AMS Prop 28</p>
<b>1.9</b>	<p>We will continue to maintain and implement the iReady online assessment and instruction program that helps teachers provide all students a path to proficiency and growth in reading and mathematics: The ongoing investment in the iReady program signifies a commitment to personalized learning experiences. iReady's adaptive technology allows for tailored interventions, ensuring that each student receives targeted support to address specific academic needs in English Language Arts/Literacy, and Math. i-Ready allows teachers to meet students where they are and provides data to increase students learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction; i-Ready will be used by teachers during the school day and for extended learning to implement the Extended Learning Opportunity Plan.</p>	All Students	<p>28,614 0710 - LCFF Supplemental 4000-4999: Books And Supplies 2600 - ELOP</p>
<b>1.10</b>	<p>Hire a Certificated Librarian to further support students with literacy skill development, workshops, update library to offer resources and books for students. The librarian will also provide workshops and classroom instruction.</p>		<p>130,000 Other 1000-1999: Certificated Personnel Salaries 0401 -- Parcel Tax</p>

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

The continuous effectiveness of the implemented strategies and activities will be monitored through an ongoing data-driven evaluation process. This involves regularly analyzing student achievement data in English Language Arts/Literacy, Math, and Science to identify trends and areas for improvement. Attendance and engagement metrics will provide insights into overall student participation, while assessments of professional development impact will gauge the integration of new strategies by educators. The success of intervention support programs will be measured by tracking the academic progress of students receiving additional assistance, and the participation and impact of enrichment programs will be assessed for their contribution to holistic student development. Additionally, the utilization and effectiveness of technology, such as the iReady program, will be evaluated to ensure personalized learning experiences align with academic needs.

These evaluations will inform evidence-based decision-making, guiding adjustments and refinements to the strategies and activities. By adapting to the insights gained from data analysis, the school aims to create an environment that not only reduces the achievement gap but also promotes college and career readiness for all students. This iterative process ensures that the school remains responsive to the evolving needs of its diverse student body, fostering a dynamic and inclusive educational experience.

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

As of now, there weren't any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Following a thorough analysis, any necessary changes to the goal, annual outcomes, metrics, or strategies/activities will be outlined in the School Plan for Student Achievement (SPSA). The analysis will guide data-informed decision-making, and adjustments will be made to enhance the effectiveness of the implemented strategies. Modifications to the goal, outcomes, or metrics may stem from insights gained through ongoing assessments, feedback from stakeholders, or shifts in educational priorities. The SPSA will serve as the comprehensive document reflecting these changes, providing a clear roadmap for continuous improvement. School community members can refer to specific sections within the SPSA, such as the goal statement, objectives, or action plans, to find detailed information on any adjustments made in response to the analysis. This transparent and iterative process ensures that the educational institution remains adaptable, responsive, and aligned with the evolving needs of its students and the broader educational landscape.

# 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.

#### **Quality of Instruction: Ensuring Access to certificated teachers and standards-based curriculum**

Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State priorities: 1, 2, and 3)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State priorities: 1, 2, and 3)

### 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.

One of the greatest factors in achieving the District's goals is quality of instruction. In order to provide quality instruction, it is critical that MPESD is able to recruit and retain high-quality teachers to serve the needs of our students. High-quality instruction, coupled with teachers that respect our students, value their assets, culture and community, believe in them, and have high expectations for our student population, is essential for student success. Mount Pleasant Elementary has an average of 102 certificated employees. overall. Over the last five years, the district hired 106 teachers and 43 of them left our district. Less than 40% of District staff have worked in the district more than five years. Based on exit interviews, the majority of teachers who decided to leave our schools were due to the high cost of living in the Bay Area and their need for higher compensation. Teachers leave our district to go teach in other districts that provide higher salaries and/or benefits. Teachers are also relocating to other, more affordable places in California or out of the state. Although the district is unable to compete with other districts in Santa Clara County, the district continues to use supplemental and concentration funds in an ongoing effort of recruiting and retaining high-quality teachers. It is extremely difficult to maintain improvement efforts in achievement, engagement or school climate, without retaining quality staff. Providing additional resources (technology, curriculum & materials, and training), engaging students, and meeting students' social-emotional needs in a safe climate will improve student achievement and outcomes for our most vulnerable students.

We use our needs assessment to also gauge what is needed and how to further recruit, support and retain high quality teachers. We also discuss with our School Site Council, Instructional Leadership Team, ELAC Committee, BEST/School Climate Committee, and AVID school site team to gain further insight and ideas.

### 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
SARC/Williams Audit Reports - no teacher vacancies or "misassignments" for 2022-23 school year.	Met, no teacher vacancies or "misassignment" for the 2022-23 school year / Met, no teacher vacancies or "misassignment" for the 2023-24 school year.	Continue to have zero "misassignments" and "vacant teacher positions."
Data on Teacher Retention	Not Met, 9% (2 teachers) decided to leave to work in another district in the County at the end of 2023-24 school	Continue to work on decreasing the percentage of teachers who leave our

	year. Yet, it has decreased in comparison to the 2022-23 school year where it was at 10%.	district to work in another district by two percentage points.
Facilities in Good Repair	<p>For the 2023 school year, 95% of parents, 92% of staff and 76% of sixth graders, feel the schoolyard and buildings are in good condition all or most of the time (34% of 7th graders).</p> <p>Met, 100% of classrooms and school buildings received safety equipment.</p>	<p>Increase or maintain the percentage of staff, students, and parents that report that "school buildings are clean and in good condition" on the WestEd California Healthy Kids Survey.</p> <p>Continue to provide 100% of classrooms and school buildings with safety equipment, cleaning supplies, and barriers in accordance with current Guidance.</p>
Local Indicator Self-Reflection Tool-Implementation of Academic Content Standards	Met Standard	Continue to Meet Standard using the Self-Reflection Tool

## 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
<b>2.1</b>	<p>Maintenance and Recruitment of Qualified and Experienced Teachers:</p> <p>The recruitment and retention of qualified, experienced teachers are central to achieving this goal. Efforts are directed toward attracting highly skilled educators and providing ongoing support to retain existing talent. This ensures a consistent level of instructional quality and expertise in the classroom.</p> <p>As a school, we attend teacher recruitment sessions and have created and will continue to update recruitment fliers and videos that promote our school. We will also continue to update our website so that interested teachers may learn more about August Boeger and hopefully be enticed to apply.</p> <p>We will also continuously work on providing support, resources, and on creating a community that makes all feel welcomed, included, engaged, and appreciated.</p>	ALL Students	<p>443,117</p> <p>0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries</p> <p>Maintaining highly qualified teachers</p>
<b>2.2</b>	<p>Support teachers new to the teaching profession</p> <p>Continue to provide mentoring/coaching to support new teachers to clear their teaching credentials and provide coaching support so that new teachers may provide quality lessons that are standards-aligned and are better able to serve the diverse needs of our population. This proactive approach also helps new teachers acclimate to the school environment, refine their teaching techniques, and</p>	ALL Students	<p>20,900</p> <p>4035-NCLB:Title II Teacher Quality</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>Teacher support</p>

	<p>ultimately contribute to the overall instructional quality and their sense of connectedness to the community. While having trained, credentialed teachers will help all students, our most vulnerable populations (English Learners, Foster Youth, Homeless, Students with Disabilities and Low Income) will benefit the most from having highly prepared, trained, and qualified teachers during the school day. We want all of our teachers to provide quality daily instruction that provides access to grade-level standards, ongoing formal and informal assessments to assess impact of instruction and learning, provide differentiation and interventions as needed, and adapt their instructional practices to support student's academic and social growth.</p> <p>In addition, we will connect new teachers to a teacher mentor and with our Instructional Leadership Team and AVID School Site Team leads so that they may have a colleague to reach out to for support and mentorship when needed.</p>		
<b>2.3</b>	<p>Internet access and technology Devices</p> <p>Continue to provide chromebooks to all students and continue to provide hotspots and other technological devices to students (English Learners, Foster Youth, Homeless, Students with Disabilities and Low Income) that need access.</p>	ALL Students	<p>2,500</p> <p>0710 - LCFF Supplemental 4000-4999: Books And Supplies</p> <p>Instructional Technology devices</p>
<b>2.4</b>	<p>Safe School Facilities</p> <p>Continue to provide materials such as, but not limited to, personal protective equipment (PPE), clean ventilation, and emergency preparedness supplies in order to provide a safe learning environment for students and staff in accordance with federal, state, and local Guidance/requirements. It is essential that we continue to provide personal protective equipment to our most vulnerable populations (English Learners, Foster Youth, Homeless, Students with Disabilities, and Low Income).</p> <p>Additional emergency preparedness and safety materials as needed will be purchased to support student safety.</p>	All Students	<p>1,250</p> <p>0710 - LCFF Supplemental 7000-7439: Other Outgo</p> <p>ESSER Resource 32XX</p>
<b>2.5</b>	<p>Access to Standard Based Curriculum</p> <p>The District has purchased online curriculum and will continue to purchase supplemental materials to enhance the implementation of the curriculum to support our diverse student population using supplemental funds. Although students have access to soft copies of the student's workbooks, the District will purchase hard copies of the workbooks to ensure that students have access to the materials regardless of internet access or access to a technological device.</p>	All Students	<p>22,797</p> <p>6300-Lottery-Instructional Materials (Prop 20)</p> <p>4000-4999: Books And Supplies</p> <p>Amplify Science curriculum</p>



	English Learners, Foster Youth, Homeless, Students with Disabilities and Low Income students will benefit from this action because they will have access to curriculum and supplemental materials to enhance and ensure access to grade-level content.		
<b>2.6</b>	Classroom text/materials and Office Supplies: Adequate provision of classroom and office supplies is prioritized to create an environment conducive to effective teaching and learning. This includes materials essential for day-to-day classroom activities and ensuring that educators have the necessary tools to deliver high-quality instruction.	All Students	10,717 6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies

## 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.

The overall effectiveness of these strategies and activities will be assessed through ongoing evaluation processes. Data on teacher qualifications, student performance, and feedback on the learning environment will be regularly reviewed to gauge the impact of the initiatives. The School Plan for Student Achievement (SPSA) serves as a comprehensive document where school community members can find detailed information on the goal statement, objectives, and action plans, including any adjustments made to enhance the overall effectiveness of the strategies and activities. This iterative and data-driven approach ensures that the school remains responsive to the evolving needs of its students and maintains a commitment to excellence in education.

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

As of the current analysis, there are no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aligned with achieving Goal 2. The budget has been created to support the intended initiatives, ensuring that adequate resources are allocated to key areas such as teacher recruitment and support, technology access, facility maintenance, curriculum adoption, and the provision of necessary supplies. Regular financial reviews and oversight mechanisms are in place to monitor adherence to the budget and promptly address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive financial management approach aims to maintain transparency and uphold the integrity of the budgeted expenditures, ensuring they effectively support the strategies and activities outlined to meet the educational goal.

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.

The ongoing analysis has not identified any substantial changes to Goal 2, the annual outcomes, metrics, or strategies/activities at this juncture. The School Plan for Student Achievement (SPSA) remains a comprehensive reference for school community members to explore specific details related to the goal, including objectives, action plans, and budget allocations. In the event that adjustments are deemed necessary in response to evolving circumstances, school community members' feedback, or shifts in educational priorities, any modifications to the goal or strategies/activities will be documented and communicated through updates to the SPSA. This ensures that the SPSA remains a dynamic and responsive guide, reflecting the school's commitment to providing resources for certificated, qualified teachers, access to a standards-based curriculum, and maintaining safe and clean learning environments for students. Any changes resulting from the analysis will be clearly outlined in the relevant sections of the SPSA for transparency and ongoing improvement.

# 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.

#### **Safe and Supportive Learning Environment**

Create a safe and supportive learning environment where students can attend and build connections. (State Priorities: 3, 5, and 6)

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

### Identified Need

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



Based on our needs assessment, parent feedback during committee, advisory, and other school site meetings and through the parent surveys, there is still a need to improve student and parent engagement and provide a safe and supportive learning environment for all students.

#### Suspensions:

According to the 2024 CA Dashboard information, the overall performance level for suspension rates for August Boeger is in the green. The suspension rate decreased by 2% from the previous year. Suspensions declined by 2.2% for English Learners, 1.6% for Hispanic, 1.8% for Socioeconomically Disadvantaged, and 3.9% decline for Students with Disabilities, all numerically significant subgroups in the 2023-24 school year.

#### Chronic Absenteeism:

Data from the 2024 CA Dashboard is in the orange and declined by 2.4%. English Learners (1.4% decline), Hispanic (2.5% decline) and Socioeconomically disadvantaged (1.5% decline) students show a decline in chronic absenteeism. Our Asian subgroup maintained in the yellow. Based on the orange overall rating, we are still working on improving attendance and decreasing chronic absenteeism.

We will continue to maintain and strengthen mental health counseling/services, working with outside counseling agencies, providing staff development on mental health support, social-emotional learning, diversity, inclusion and belonging, and learning to facilitate class meetings and focus groups to provide more opportunities for meaningful student engagement, especially for unduplicated students. We will continue holding anti-bullying rallies and grade-level assemblies and will add focused in class presentations in order to increase student positive behaviors and decrease bullying and aggressive reactions.

In the Fall 2024, we will become a Community School and will add a student wellness center with SEL counselors and a Wellness Coach to further support students in need of mental Health Services. We continue to partner with the Mindful Life Project to provide student, staff, faculty, and parent/guardians with mindfulness practices (push in, small group, and two-to-one) and training.

We also want to continue to plan, further develop and fully implement an August Boeger cohesive and aligned MTSS tiered system of support (Tier1-3), in order for early identification, intervention, and assessment and support to fully take place for at-risk students or anyone else who may need it. We also want to create further alignment and strengthen support services.

Additionally, we want to continue to create a safe, inclusive, and welcoming environment in order to increase student to caring adult connections and student to student positive connections. Everyone will play a role, including Campus monitors. Family Case manager will also be working with identified students' families to provide outreach support to connect them to additional services. Restorative Justice professional Learning will be provided as we work on becoming more restorative.

We continue to work on the 2021 identified areas in order to create and model an anti-racist, compassionate and inclusive school culture where every individual is treated with dignity in our diverse community."

#### The identified are:

- - Equity based treatment, regardless of race, gender, primary language, education, or economic status
- - Creating a sense of belonging for all students, especially English learners, and Special education students
- - Equitable distribution of resources across all schools and students
- - Improve communication and access for all students and families
- - Fair and equitable treatment for all students when dealing with discipline issues
- - Listen and gather feedback from all stakeholders, listen and respect their input
- - Another area for improvement is to increase the percentage of parents participating in school and district events; on average, we have 20% of our parents participating. We saw increased parent participation when meetings or events took place virtually.

We will continue to monitor parent participation using the number or percentage of parents that complete the surveys/feedback forms or attend district events. Based on participation in meetings and those that responded to the parent survey, we will continue to work towards increasing the engagement of all parents, especially parents of English learners, Homeless, and low socioeconomic status.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Data	According to the 2024 CA Dashboard information, the overall performance level for suspension rates for August Boeger is in the green. The suspension rate decreased by 2% from the previous year. Suspensions declined by 2.2% for English Learners, 1.6% for Hispanic, 1.8% for Socioeconomically Disadvantaged, and 3.9% decline for Students with Disabilities, all numerically significant subgroups in the 2023-24 school year.	We want to continue to improve our suspension rate and either maintain in the green or move to the blue.
CA Dashboard Chronic Absenteeism Data	Data from the 2024 CA Dashboard is in the orange and declined by 2.4%. English Learners (1.4% decline), Hispanic (2.5% decline) and Socioeconomically disadvantaged (1.5% decline) students show a decline in chronic absenteeism. Our Asian subgroup maintained in the yellow. Based on the orange overall rating, we are still working on improving attendance and decreasing chronic absenteeism.	We want to continue to decrease Chronic absenteeism by 3% or more with a focus on identified subgroups
Pupil Engagement: Middle School Dropout Rate	The MPESD's Middle School dropout rate for the 2023-24 is 0%.	Continue to maintain the Middle School Dropout rate at 0%
Parent Engagement	In 2023-24 school year parent engagement increased across committees, meetings, and events. We now have 25-30 parents (we surpassed our goal of 20) that attend our Coffee with the Principal meetings and have parents involved and engaged in ELAC/SSC/Safe School Committee, Community School Committee and our PTSA membership and activism has grown. In addition, we have increased our modes of communication to include maintaining an updated website, social media, parent square, and provide virtual, as well as in person meetings. We have also increased the amount of parents that now reach out in person, via phone, and via email.	We want to continue to increase participation in parent committee meetings, coffee with the principal meetings, events, conferences, and want to continue to engage parents so that they become partners in their students education.

## 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	<p>Provide Support to Families of Most Vulnerable Student Subgroups</p> <p>Family Case Manager(s), Counselor(s), and Support Services for Students including Transportation and Mental Health: The presence of Family Case Manager(s) and Counselor(s) underscores a commitment to providing comprehensive support for students and their families. These professionals play a crucial role in addressing various needs, including mental health, and facilitating access to necessary mental health services. Additional support services, such as transportation assistance, further contribute to creating a supportive environment.</p>	ALL Students	<p>29,062</p> <p>0710 - LCFF Supplemental</p> <p>2000-2999: Classified Personnel Salaries</p> <p>0.5 FTE Family Case Manager / 3010 Title 1-- transportation</p>
3.2	<p>Implement Community School strategy and the whole child approach in order to provide services and resources needed for students and families to engage and feel welcomed, included and supported. In the fall of 2024, open a Wellness Center that includes a Wellness Coach, a full time and part time counselor, office spaces and areas for student support.</p>	All Students/At-Risk Students	<p>242,706</p> <p>Other</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>6332 CA Community Schools</p> <p>2000-2999: Classified Personnel Salaries</p>
3.3	<p>Improve Student Engagement and Attendance</p> <p>Continue to fund the position of Student Advisor (.5 FTE) to coordinate Positive Behavior interventions and Supports (PBIS) with a focus on restorative discipline, student reflections, and goal setting at the middle school to help reduce suspensions and out of class discipline. The inclusion of a Student Advisor/AP is geared toward offering personalized guidance to students, aiding in their academic and personal development. This one-on-one support enhances the overall student experience and helps establish a sense of connection with the school. The student advisor serves as another administrator in support of the principal.</p> <p>Continue to implement the EL Education to provide the "CREW program," staff development, coaching and support to each school site to increase meaningful student engagement, school connectedness and inclusion of all students. CREW aligns with other school efforts and is intended to impact the entire school community and climate.</p> <p>Provide Restorative Justice professional Learning for staff and faculty.</p> <p>Continue to implement attendance incentives and school-wide initiatives focused on improving attendance.</p>	All Students/At-Risk Students	<p>101,281</p> <p>0710 - LCFF Supplemental</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>5800: Professional/Consulting Services and Operating Expenditures</p>
3.4	Improvement in Student Engagement and Attendance	ALL Students	<p>97,791</p> <p>0710 - LCFF Supplemental</p>

	<p>Continue to fund Campus monitors (1 all day and another partial day) and yard duty positions during lunch to support a positive school climate and preventative interventions for students. We will continue providing additional PBIS and deescalation training for all faculty and staff to implement Positive Behavior Interventions and Supports (PBIS) as they pertain to their roles.</p> <p>Continue DEIB work and include Social Justice Restorative practice Professional Learning for staff and faculty.</p> <p>We will continue to focus on improving school climate in order to improve attendance, engagement, and student's academic and social achievement, especially for English Learners, Foster Youth, Homeless, Students with Disabilities and Low Income students.</p> <p>Additionally, we want to continue to create a safe, inclusive, and welcoming environment in order to increase student to caring adult connections and student to student positive connections. Everyone will play a role, including Campus monitors.</p> <p>Strategies targeting the improvement of student engagement, attendance, and school climate, including the presence of Campus Supervisors and Yard Duties, contribute to creating a positive and safe atmosphere. These measures aim to enhance the overall learning environment, fostering a sense of security and community.</p>		<p>2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services and Operating Expenditures</p>
3.5	<p><b>Parent Engagement and Access</b></p> <p>Provide academic workshops or training to parents to communicate what students are expected to learn by grade level according to the standards and share strategies and recommendations on what parents can do to assist their students. Also, connect parents/guardians to school and community resources to help meet the needs of their students via our Community school coordinator and Family Case Manager. Training will be available in person and also virtual.</p> <p>Family Case Managers and Counselors will continue to provide workshops for parents - Social Emotional Learning and reinforcing positive behavior expectations.</p> <p>We will add a Community School Coordinator who will also work closely with the Family Case Manager and who will help us align services, reach out to parents, and will help us build community partnerships.</p> <p>Provide parent training and support to close the digital divide through our School2Home</p>		<p>31,250 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries 9027 SLS Mental Health</p>

<p>partnership. Provide hands-on support to help parents/guardians monitor their student's progress, monitor their student's safety in social media, how to use technology to communicate with teachers and other school staff, and seek resources at school and in the community to support the needs of their students.</p> <p>Provide training/workshops to parents/guardians to support and encourage their participation in different school and district advisory groups. Encourage and support parents/guardians to become educational partners with the schools and advocate for their student's needs.</p> <p>Informational meetings and information will be provided via various platforms and needed language to parents of students who are English Language Learners so that they may understand the reclassification criteria, understand the ELPAC assessment and may be able to understand the assessment results for the purposes of supporting their student, and provide curriculum and school site support information so that they are aware of materials and support being provided. In addition, we will establish a monthly ELAC committee that meets to further engage parent feedback and input and to help disseminate information. We will also meet annually with parents of students who are at risk of becoming Long Term English Learners and students who have been identified as Long Term English Learners.</p> <ul style="list-style-type: none"> <li>• PowerTeacher GradeBook -- continue to provide parents access to grades, assignments, and communication with teachers</li> <li>• ParentSquare/Update Website/Social Media - Parent mass notifications, provide latest news, complete surveys, and access to school/district calendar and event information.</li> <li>• Provide consistent and ongoing communication (website, social media, monthly school newsletter- Boeger Bulletin, Coffee with the Principal, etc.), including meetings that offer Spanish and Vietnamese translation.</li> </ul> <p>Contracted Services - Cellphone, Voler, Zoom, Language Line, other Translators: Utilizing contracted services such as Cellphone, Voler, Zoom, Language Line, and other translators ensures effective communication and accessibility. This is particularly crucial for maintaining a strong connection with diverse families and overcoming language barriers, enhancing overall engagement and support.</p> <p>Provide Bilingual Data Technician support to assists families by walking them through the process of downloading applications, logging in,</p>		
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	accessing the internet, and assisting with the use of technology devices.		
<b>3.6</b>	<p>Improve School Climate</p> <p>Continue to collect data on school climate by annually administering surveys for students, staff, and parents to evaluate school climate, monitor growth on goals, and identify areas of improvement.</p> <p>Continue DEIB work and include Social Justice Restorative practice Professional Learning for staff and faculty.</p> <p>Additionally, we want to continue to create a safe, inclusive, and welcoming environment in order to increase student to caring adult connections and student to student positive connections. Everyone will play a role.</p> <p>Strategies targeting the improvement of student engagement, attendance, and school climate contribute to creating a positive and safe atmosphere. These measures aim to enhance the overall learning environment, fostering a sense of security and community.</p>		<p>28,000</p> <p>Other</p> <p>7000-7439: Other Outgo</p> <p>7435 Learning Recovery BG</p>
<b>3.7</b>	<p>Parent Communication platforms</p> <ul style="list-style-type: none"> <li>• ThoughtExchange</li> <li>• Parent Square</li> <li>• Blackboard</li> <li>• DTS</li> </ul>		<p>35,265</p> <p>0710 - LCFF Supplemental</p>
<b>3.8</b>	<p>Parent Engagement--IT Support</p> <p>In order to continue to increase parent engagement, we also need support from IT so that families and students are current with their powerschool and ParentSquare enrollment. IT will also support on an ongoing basis to ensure that our community remains engaged and informed.</p>		<p>32,297</p> <p>0710 - LCFF Supplemental</p>

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

The overall effectiveness of these strategies and activities will be continually assessed through various metrics, including student engagement, attendance rates, and the overall school climate. The School Plan for Student Achievement (SPSA) serves as the central document where school community members can find detailed information on the goal statement, objectives, and action plans, including any adjustments made based on ongoing analyses. This iterative



approach ensures that the school remains responsive to the evolving needs of its students, creating an environment that is not only safe but also supportive and conducive to positive learning experiences.

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

As of the current analysis, there are no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aligned with achieving Goal 3. The budget has been carefully designed to support the intended initiatives aimed at creating a safe and supportive learning environment. Allocations have been made for essential resources, including personnel such as Family Case Manager(s), Counselor(s), Student Advisor, and support services like transportation and mental health assistance. Additionally, budget provisions for Parent Engagement Workshops, contracted services for communication and translation, and IT support align closely with the intended implementation strategies. Ongoing financial reviews and oversight mechanisms are in place to monitor adherence to the budget and address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive financial management approach aims to ensure that the budgeted expenditures effectively support the strategies and activities outlined to meet the educational goal of creating a safe and supportive learning environment for all students.

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.

As of the current analysis, no significant changes are identified for Goal 3, its annual outcomes, metrics, or strategies/activities in the School Plan for Student Achievement (SPSA). However, the SPSA remains a dynamic document subject to ongoing evaluation, and any adjustments deemed necessary for the goal will be documented and reflected in the plan. Should changes be required based on evolving circumstances, school community members' feedback, or emerging educational priorities, they will be clearly outlined in the relevant sections of the SPSA. This ensures transparency and alignment with the school's commitment to creating a safe and supportive learning environment, where students feel connected to their schools. School community members can refer to the specific sections within the SPSA, including the goal statement, objectives, and action plans, to access comprehensive details on any modifications resulting from the analysis. This iterative and data-driven approach ensures that the school remains responsive to the evolving needs of its students and consistently pursues excellence in fostering a positive and supportive educational atmosphere.

# 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	\$97,512.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,513,360.00
Total Federal Funds Provided to the School from the LEA for CSI	\$104,629

## 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 (\$)

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

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 (\$)
0710 - LCFF Supplemental	\$1,396,253.00
4035-NCLB:Title II Teacher Quality	\$20,900.00
6010-After School Education and Safety (ASES)	\$475,000.00
6300-Lottery-Instructional Materials (Prop 20)	\$33,514.00
Other	\$587,693.00

Subtotal of state or local funds included for this school: \$2,513,360.00

Total of federal, state, and/or local funds for this school: \$2,513,360.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
0710 - LCFF Supplemental	1,396,253.00
4035-NCLB:Title II Teacher Quality	20,900.00
6010-After School Education and Safety (ASES)	475,000.00
6300-Lottery-Instructional Materials (Prop 20)	33,514.00
Other	587,693.00

## Expenditures by Budget Reference

Budget Reference	Amount
	254,549.00
0000: Unrestricted	17,500.00
1000-1999: Certificated Personnel Salaries	1,324,356.00
2000-2999: Classified Personnel Salaries	158,103.00
4000-4999: Books And Supplies	64,628.00
5800: Professional/Consulting Services And Operating Expenditures	20,900.00
7000-7439: Other Outgo	673,324.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0710 - LCFF Supplemental	67,562.00
0000: Unrestricted	0710 - LCFF Supplemental	17,500.00

1000-1999: Certificated Personnel Salaries	0710 - LCFF Supplemental	951,650.00
2000-2999: Classified Personnel Salaries	0710 - LCFF Supplemental	158,103.00
4000-4999: Books And Supplies	0710 - LCFF Supplemental	31,114.00
7000-7439: Other Outgo	0710 - LCFF Supplemental	170,324.00
5800: Professional/Consulting Services And Operating Expenditures	4035-NCLB:Title II Teacher Quality	20,900.00
7000-7439: Other Outgo	6010-After School Education and Safety (ASES)	475,000.00
4000-4999: Books And Supplies	6300-Lottery-Instructional Materials (Prop 20)	33,514.00
	Other	186,987.00
1000-1999: Certificated Personnel Salaries	Other	372,706.00
7000-7439: Other Outgo	Other	28,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,414,427.00
Goal 2	501,281.00
Goal 3	597,652.00

# School Site Council Membership

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

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

Name of Members	Role
Raquel Topete	Principal
Norma Meza	Other School Staff
Gideon Cheng	Classroom Teacher
Neha Kapil	Classroom Teacher
Valeria Cazares	Other School Staff
Melisa Sanchez	Parent or Community Member
Gerry Rowadrick	Parent or Community Member
Cecilia Ruelas	Parent or Community Member
Ana Maria Velazquez	Parent or Community Member
Chi Nguyen	Parent or Community Member
Brenda Almazan	Parent or Community Member
Natalie Henriquez Mendoza	Secondary Student
Ryan Tran	Secondary Student
Victoria Pham	Secondary Student

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 12/9/2024.

Attested:



Principal, Raquel Topete on 12/9/2024



SSC Chairperson, Melisa Sanchez on 12/9/2024

# Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the



baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

## Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## **CSI Resources**

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**  
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>



## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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