School Year: 2025-26

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
August Boeger Middle School	43696176048037	Thursday, June 5, 2025	Wednesday, June 11, 2025

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

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

August Boeger Middle School (AB) has identified key areas for growth through a comprehensive needs assessment and data analysis process. These findings were reviewed and discussed collaboratively during School Site Council (SSC), Instructional Leadership Team (ILT), and English Learner Advisory Committee (ELAC) meetings. As a result, specific goals have been developed to address these areas of need and to support improved academic outcomes—particularly for students who are not yet meeting proficiency levels on state academic standards and California Dashboard indicators.

Each goal in this School Plan for Student Achievement (SPSA) is directly aligned with the Mt. Pleasant Elementary School District (MPESD) Local Control and Accountability Plan (LCAP). These goals are designed to:

-- Support high-quality instruction

-- Promote equitable access to learning

-- Engage families and community partners

-- Foster a safe, inclusive, and supportive school environment

-- Provide targeted support for English Learners, socioeconomically disadvantaged students, and students with disabilities

The goals outlined in this plan aim to influence the overall educational program at August Boeger, improve student outcomes, and strengthen engagement with both students and families. In addition, they are intended to positively impact California Dashboard indicators related to academic achievement, school climate, college and career readiness, and locally defined measures.

School Goals
Increase Academic Success for All Student Subgroups
--Focused efforts to raise achievement for all students, with targeted interventions for those who are historically underserved.

Ensure High-Quality Instruction and Access
--Guarantee all students receive instruction from fully credentialed teachers using standards-based curricula.

Foster a Safe, Inclusive, and Supportive School Culture
--Strengthen school connectedness, improve attendance, and create a positive learning environment.

Key Actions to Improve Teacher and Student Efficacy
--To advance progress toward these goals, August Boeger will implement the following strategic actions:

Professional Development and Coaching
--Targeted training and coaching for the English Language Development teacher through EL Education.

Targeted Tutoring Support
--"Students of Promise" tutorials and one-on-one tutoring services available to all students, with focused support for multilingual learners, socioeconomically disadvantaged students, and students with disabilities.

Mathematics Instructional Support
--Implementation of Stanford's Peer Teach program in math classes, coupled with professional development for teachers to better support all students and close achievement gaps in mathematics.

This SPSA serves as a strategic roadmap to effectively allocate resources and efforts with the ultimate goal of increasing student achievement. With clear goals, targeted strategies, and active engagement from all stakeholders, August Boeger will continue building a stronger learning community where every student has the opportunity to thrive.

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 (SSC)—comprised of administrators, parents, students, teachers, and both classified and certificated support staff—engaged in ongoing discussions throughout the year to monitor progress and refine the goals outlined in the SPSA. With valuable input from the Instructional Leadership Team (ILT), school staff, and the English Learner Advisory Committee (ELAC), the SSC was able to review, update, and adjust the plan to better align with student needs and school priorities.

As part of a collaborative and transparent process, the SPSA was shared with staff and families at various points during the year through multiple forums. Feedback and recommendations from all stakeholder groups were collected and considered, ensuring that the plan reflects the perspectives of the entire school community.

The primary purpose of the SPSA is to enhance the overall effectiveness of August Boeger's educational program by developing a strategic, data-informed plan that maximizes available physical and instructional resources while minimizing duplication of efforts. The ultimate goal is to increase student achievement by aligning school improvement efforts and fostering a strong, collaborative partnership among students, families, and staff.

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.

While August Boeger Middle School has made progress in key areas, Chronic Absenteeism remains an area of concern. We improved from red to orange on the California Dashboard, indicating positive momentum; however, chronic absenteeism continues to disproportionately impact Long-Term English Learners (LTELs) and students with disabilities. Continued targeted support and engagement strategies are needed to improve attendance for these student groups.

In English Language Arts (ELA) and Mathematics, performance on the CAASPP has remained generally stable, with overall status maintained in both subject areas. ELA remains in the orange performance band, yet we achieved a 4-point increase from 2023 to 2024, demonstrating growth. Mathematics continues to be in the red, but we also observed a 2-point gain from the previous year. Despite these gains, both ELA and Math remain priority areas for improvement, particularly for English Learners, Long-Term English Learners, and students with disabilities.

Additionally, in Mathematics, socioeconomically disadvantaged students and Hispanic students are performing below grade-level standards and remain in the red performance band. These subgroups require intensive, targeted academic interventions and instructional support to close achievement gaps.

This data underscores the need for ongoing, equity-focused strategies to improve academic achievement and student engagement, especially among historically underserved populations.

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 (ELA), several student subgroups performed below the overall school average. These include English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities. Targeted instructional strategies and interventions are needed to support these students in reaching proficiency.

In Mathematics, all major subgroups are currently performing in the red performance band on the California Dashboard. This includes English Learners, Long-Term English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students. Among these, the most significant decline was observed in the Students with Disabilities group, highlighting a critical need for focused support and differentiated instruction in mathematics.

The only subgroup performing at the green level in both ELA and Math is our Asian student population.

This data highlights the urgent need for equity-driven, data-informed instruction and multi-tiered systems of support to address persistent achievement gaps, especially in mathematics and among our most vulnerable student populations.

Other Needs

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

i-Ready assessment data indicates that a significant number of students are performing well below grade level in reading, math, or both, highlighting a continued need for targeted intervention and support in these 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:

1. The ongoing decline in student enrollment over the past several years is influenced in part by the high cost of living in the Bay Area. Economic pressures and housing affordability challenges have forced many families to relocate outside the region, contributing to a noticeable decrease in school-age population and, consequently, lower enrollment at our school.

2. Our student population is predominantly Latino (approximately 70%), and in response, we have developed intentional programs and culturally relevant activities to engage and support our diverse Latino community. While enrollment among other student groups is smaller, we remain committed to fostering an inclusive and equitable environment through culturally responsive instruction and schoolwide celebrations that honor the backgrounds and identities of all students.

   We emphasize inclusive practices across all aspects of school life, recognizing and valuing the cultural, linguistic, and individual diversity that enriches our school community.

3. In addition, we are mindful of broader demographic trends. District and county demographers have reported a decline in enrollment across Mount Pleasant Elementary School District and Santa Clara County. This trend is largely attributed to a decrease in the number of school-age children and shifting population patterns, which have also contributed to lower student enrollment at August Boeger.

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%	7.3%

Conclusions based on this data:

1. Over the past three school years, the number of English Language Learners (ELLs) at our school has gradually decreased, though the overall population remains significant. During this time, we have remained focused on developing our teachers' capacity to effectively support ELLs through high-quality instruction, engaging lessons, and targeted activities that build both English language proficiency and academic language skills.

2. We are encouraged by an increase in the number of students reclassified as Fluent English Proficient (RFEP), even as our overall Fluent English Proficient (FEP) group has seen a decline—suggesting a shift in student population and a need for continued instructional support. To sustain and accelerate this progress, we will continue to invest in professional development that equips teachers to plan, differentiate, and deliver instruction that meets the diverse needs of our English learners.

3. Additionally, we will maintain and enhance tutoring opportunities and in-class support sessions focused on academic language development and assessment readiness. These supports are critical to ensuring all English learners can fully access the curriculum and demonstrate their learning.

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

Writing Producing clear and purposeful writing								
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

Listening Demonstrating effective communication skills								
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

Research/Inquiry Investigating, analyzing, and presenting information								
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 CAASPP ELA results show positive growth, with a 3.7% increase in the number of students meeting or exceeding standards. Additionally, the percentage of students not meeting the standard decreased by 3.4%, while those nearly meeting the standard declined slightly by 0.3%. Although we did not reach our goal of a 10 percentage point increase, these results reflect steady progress in overall student achievement.

   To continue building on this momentum, we are strengthening the schoolwide implementation of AVID instructional strategies to improve students' reading, writing, and overall literacy skills across content areas. In addition, we will utilize i-Ready lessons as targeted interventions to address specific skill gaps in ELA. We have also incorporated structured collaboration rounds for teachers to engage in horizontal and vertical planning, ensuring better alignment of instruction and more cohesive support for student learning.

   Our continued focus will be on deepening instructional practices, enhancing literacy development, and providing timely interventions to accelerate progress toward meeting grade-level standards for all students.

2. The percentage of students tested on the CAASPP ELA increased slightly by 0.7% compared to the previous year. Overall, we saw an increase in the percentage of students meeting the standard; however, 7th grade experienced a 2.9% decline in this area. While the percentage of students exceeding the standard decreased slightly by 0.7%, our overall results reflect some positive trends.

   We observed modest but consistent gains in the Writing strand across all grade levels, with an increase in the percentage of students scoring Above Standard. Additionally, the percentage of students scoring At or Near

Standard also rose slightly, while the percentage of students Below Standard decreased—indicating incremental progress in writing proficiency.

However, performance in the Reading, Listening, and Research/Inquiry strands showed an overall increase in students scoring Below Standard, primarily due to a decline in 7th-grade performance. Notably, both 6th and 8th grades saw a decrease in students scoring Below Standard in these strands, suggesting stronger performance in those cohorts.

Despite these areas of growth, we did not meet our goal of a 10 percentage point increase in students meeting or exceeding the ELA standard. Moving forward, we will continue to focus on strengthening instructional practices, particularly in reading comprehension and analytical skills. Emphasis will also be placed on targeted support for 7th-grade students through differentiated instruction and intervention, as well as collaborative planning among teachers to address specific student needs across strands and grade levels.

3. The 7th grade cohort demonstrated the lowest performance across most areas of the CAASPP ELA assessment, indicating a critical need for targeted academic support. These students require additional time, intervention, and instruction to develop essential skills in Reading, Listening, and Research/Inquiry, while continuing to strengthen their Writing proficiency.

To address these needs, we will provide in-class tutoring, one-on-one and small group support, and focused intervention sessions. We will also implement i-Ready targeted lessons to address individual student skill gaps and provide personalized practice. In addition, AVID reading and comprehension strategies will be applied schoolwide across content areas to reinforce academic literacy and support overall student growth.

These combined efforts are aimed at accelerating learning and closing achievement gaps to ensure all students are progressing toward grade-level standards.

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.

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

Table title: Overall Participation for All Students

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

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

Table title: Overall Achievement for All Students

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

Table title: Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

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:

1. Our CAASPP Math results indicate modest gains. The percentage of students exceeding the standard increased slightly by 1.5%, while the percentage of students nearly meeting the standard decreased by 0.4%. Additionally, the percentage of students not meeting the standard declined slightly by 0.25%. These shifts reflect small but positive movement in overall performance.

   6th grade showed improvement across all areas, suggesting effective instruction and student engagement at that level. However, results from 7th and 8th grade indicate a continued need for targeted support in foundational math skills and conceptual understanding. These grade levels will require additional instructional time and intervention to strengthen proficiency and close learning gaps.

   Although we did not meet our goal of a 10-percentage point increase, we remain focused on achieving this target in the coming year. We will continue to implement evidence-based strategies, provide targeted intervention, and support professional collaboration to build teacher capacity and improve student outcomes in mathematics.

2. The percentage of students tested in CAASPP Math remained consistent compared to the previous year, ensuring reliable data for evaluating student performance and instructional impact.

3. Based on CAASPP Math data, the most challenging domain for our students continues to be Problem Solving and Modeling/Data Analysis, particularly in applying appropriate tools and strategies to solve real-world and mathematical problems. While we have seen small improvements in certain areas and grade levels, overall math performance remains low across all domains.

   This underscores the need for comprehensive math concept and skill development for all students. To address this, we will implement targeted i-Ready math lessons to support intervention and close foundational skill gaps. Administrators and selected math teachers will also participate in the East Side Alliance Silicon Valley Mathematics Initiative to strengthen instructional strategies and increase math teaching effectiveness.

   In addition, we will conduct ongoing math alignment and professional learning meetings with our local high school and feeder school to ensure vertical alignment, continuity in instruction, and shared strategies that support student success across grade levels.

   Our instructional approach will include direct teaching of key concepts, integration of AVID reading comprehension strategies to support math problem-solving, and increased use of student-centered engagement practices, such as structured academic talk. We will also implement Peer Teach, giving students opportunities to explain and teach math concepts to one another, promoting deeper understanding and ownership of learning.

   Through these collaborative and instructional efforts, we aim to improve student performance in math and make meaningful progress toward our schoolwide academic goals.

School and Student Performance Data

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

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

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	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

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students											
	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

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students											
	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 on the ELPAC increased from the 2022–23 to the 2023–24 school year, reflecting positive growth in English language development across most grade levels. However, 7th grade scores either slightly decreased or remained flat, highlighting a need for additional support and targeted instruction for that cohort.

   This data underscores the importance of continuing to strengthen both designated and integrated ELD instruction, with an emphasis on language development strategies that build proficiency in speaking, listening, reading, and writing. Moving forward, we will prioritize targeted interventions for 7th grade English learners, increase opportunities for structured academic discourse, and ensure teachers have access to collaborative planning time and professional development focused on effective ELD practices.

   By refining our supports and instructional approaches, we aim to accelerate language growth and increase the number of students meeting reclassification criteria.

2. Analysis of ELPAC domain scores indicates that Oral Language, Written Language, Reading, Speaking, Listening, and Writing at Level 4 remain areas in need of continued focus and improvement. These domains are particularly critical, as achieving a Level 4 score is one of the key criteria for reclassification.

   To support student progress toward reclassification, we will continue to strengthen both designated and integrated ELD instruction, with a focus on academic language development in these domains. Targeted supports, including small group instruction, scaffolded tasks, and structured academic conversations, will be used to help students refine their language skills. In addition, we will provide professional development and collaborative planning time for teachers to ensure alignment in language instruction and consistent use of high-leverage strategies across content areas.

   Our goal is to ensure that more English learners are equipped with the language proficiency needed to meet reclassification criteria and succeed in rigorous academic settings.

3. In the area of overall language proficiency, the percentage of students achieving Level 4 on the ELPAC increased in 2023–24 compared to the previous year. However, this percentage remains lower than in the 2021–22 academic year, indicating room for continued growth. Notably, the percentage of students scoring at Level 3 has steadily declined over the past two years, while the percentage at Level 2 has increased year by year. The percentage of students at Level 1 decreased from last year, though it remains slightly higher than in 2021–22.

   These trends highlight a growing need to support students moving from emerging to higher levels of English proficiency—particularly from Level 2 to Level 3 and beyond. Moving forward, we will analyze domain-specific performance to identify instructional gaps and adjust supports accordingly. Our focus will remain on strengthening language acquisition through both designated and integrated ELD instruction, with continued implementation of AVID strategies to support academic language development across content areas.

   We will also prioritize structured teacher collaboration to ensure consistent and aligned language development practices across grade levels. Additionally, in-class tutoring and targeted interventions will be provided to accelerate progress, particularly for students in Levels 1 and 2, with the goal of increasing the number of students who meet reclassification criteria.

School and Student Performance Data

California School Dashboard
Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
398	**75.6%**	**41.2%**	**0.3%**
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.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	164	41.2%
Foster Youth	1	0.3%
Homeless	38	9.5%
Socioeconomically Disadvantaged	301	75.6%
Students with Disabilities	72	18.1%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2.8%
American Indian	0	0.0%
Asian	72	18.1%
Filipino	3	0.8%
Hispanic	280	70.4%
Two or More Races	9	2.3%
Pacific Islander	6	1.5%
White	7	1.8%

Conclusions based on this data:

1. Our student population continues to demonstrate significant need, with approximately 76% identified as socioeconomically disadvantaged—a slight decrease from 78% the previous year. While this 2% decline is encouraging, the percentage remains high and underscores the ongoing necessity for targeted support systems.

   In response, we have prioritized professional development for staff in key areas such as social-emotional learning (SEL) and trauma-informed practices to better support our students' holistic development. We have expanded our capacity to serve students and families by increasing access to resources through our Family Case Manager and implementing schoolwide initiatives focused on equity and wellness.

   This year, we were awarded a five-year Community School Implementation Grant, which has significantly enhanced our ability to address both academic and non-academic barriers to student success. With this support, we launched a dedicated Wellness Center emphasizing SEL and the whole-child approach. In addition, we hired a Community School Coordinator whose leadership has strengthened community partnerships and increased family engagement.

   Together, these efforts reflect our ongoing commitment to ensuring every student—regardless of background—receives the support needed to thrive academically, socially, and emotionally.

2. According to the most recent California School Dashboard data, our special education population has increased by 1%, bringing the total to 18% of our overall student body. In response to this growing need, we are intentionally shifting toward more inclusive instructional practices that prioritize access, equity, and collaboration.

   Our primary goal is to reduce the number of students being pulled out of general education settings and increase inclusion through our class-within-a-class co-teaching model. This model pairs a general education teacher with a special education teacher in the same classroom, allowing for differentiated instruction, targeted interventions, and stronger academic and social-emotional support within the least restrictive environment.

   To further support our students with disabilities, we are integrating i-Ready lessons into instruction to address foundational learning gaps in both math and English Language Arts. Instructional aides have also been strategically placed in classrooms to provide additional, targeted support aligned with students' individualized education plans (IEPs).

   These practices reflect our continued commitment to inclusive education and equitable outcomes, ensuring that students with disabilities are fully supported and meaningfully included in the general education experience.

3. Based on the latest California School Dashboard data, our English Language Learner (ELL) population has increased by 1.2%, bringing the total to 41.2% of our student body. This significant portion of our student population underscores the need for intentional, high-impact strategies to support language development and academic achievement across all subject areas.

   To address this need, we are prioritizing the development of literacy skills through integrated instruction and targeted interventions. Our focus includes cross-curricular language support and academic vocabulary development to ensure that ELL students can access and succeed in all content areas.

   We are investing in sustained professional development and coaching for our ELD (English Language Development) teacher to strengthen instructional practices and align them with the latest research-based strategies. In addition, we are incorporating tutoring support within our ELD classes to provide targeted intervention and reinforce key language skills.

   Furthermore, we are implementing AVID ELD strategies within our ELD curriculum to support academic language acquisition, critical thinking, and organizational skills. These efforts reflect our commitment to equity and our goal of ensuring that all English learners are empowered to thrive academically, socially, and linguistically.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. According to the latest California School Dashboard data, we have made measurable progress in reducing chronic absenteeism, moving from the red to the orange performance level. This improvement reflects our schoolwide commitment to building a positive, welcoming environment that supports regular attendance. While this growth is encouraging, we recognize that further progress is needed to ensure all students are present and engaged consistently.

Through the collaborative efforts of our school community and the BEST Committee, we have implemented several proactive strategies to promote attendance. These include schoolwide incentive programs that celebrate and reward consistent attendance, helping to reinforce the importance of being at school every day.

Our Family Case Manager, front office staff, and administrators have played a crucial role in supporting chronically absent students by maintaining direct, supportive communication with families and setting individualized attendance goals accompanied by meaningful incentives. These personalized interventions have contributed to the positive shift in our chronic absenteeism rate.

To sustain and build upon this progress, we will continue prioritizing attendance through new initiatives, including a student postcard recognition program that lets students know they are seen, valued, missed when not present, and commend students who have demonstrated attendance improvement. Additionally, we are developing and implementing restorative tardy slips to address and reduce frequent tardiness in a supportive, relationship-centered manner.

We remain committed to fostering a school climate where every student feels welcomed, supported, and motivated to attend school regularly.

2. Our latest California School Dashboard data shows a significant improvement in suspension rates, moving from the orange to the green performance level. This positive shift reflects the sustained efforts of our Teachers, Staff, BEST Team, Counseling Team, and school administrators, who continue to monitor discipline data closely and implement proactive, student-centered supports.

We have focused on restorative justice practices as an alternative to traditional disciplinary measures, emphasizing the importance of understanding the root causes of behavior and addressing students' social-emotional needs. Instead of exclusionary practices. We will be further providing individualized counseling and SEL (Social-Emotional Learning) supports, which have helped reduce repeat behaviors and increase student accountability and empathy.

Looking ahead, we will continue to build on this progress by:

--Expanding the use of restorative practices, including mediations, restorative conferences, and behavior expectation sessions.

--We will be offering professional learning for all staff on de-escalation strategies and restorative justice to ensure consistent, empathetic responses to student behavior.

--We will also be learning about and implementing community-building and restorative circles in classrooms to strengthen student relationships, foster a sense of belonging, and prevent conflicts before they arise.

These efforts are grounded in our belief that discipline should be restorative rather than punitive, and that creating a safe, inclusive learning environment takes everyone and benefits all students.

3. We are proud to report significant growth in English Learner progress, as reflected in our most recent California School Dashboard data. Our status moved from red to blue, representing one of the highest levels of improvement. This achievement is a result of intentional strategies, including targeted professional development, school-wide implementation of AVID strategies (such as reading and comprehension support), and dedicated tutoring for English Learners. These practices have effectively supported both language acquisition and academic engagement.

However, while we have seen point gains in both English Language Arts (ELA) and Mathematics, our overall performance levels indicate that further improvement is necessary. Math remains in the red, and ELA is in the orange. These results highlight the continued need for focused intervention and instructional support to ensure all students meet grade-level expectations.

To address these areas, we are implementing a comprehensive support plan that includes:

--In-class tutoring to provide real-time, differentiated assistance during instruction

--i-Ready integration to diagnose and address foundational skill gaps in both ELA and Math

--Ongoing professional development focused on research-based instructional strategies that support diverse learners and close achievement gaps

We remain committed to advancing student outcomes through data-informed instruction, targeted intervention, and a culture of continuous improvement.

School and Student Performance Data

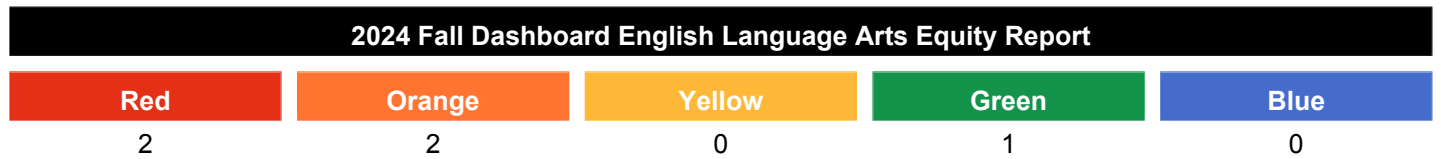## Academic Performance
English Language Arts

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	0	1	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	Red
46.0 points below standard	75.7 points below standard	92.9 points below standard
Maintained 0.6 points	Declined 3.8 points	Declined 19.6 points
373 Students	178 Students	95 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Less than 11 Students	53.6 points below standard	59.9 points below standard
	Declined 18.1 points	Declined 4.2 points
1 Student	36 Students	277 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
153.7 points below standard	Less than 11 Students	0 Students
Declined 28.6 points		
67 Students	10 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
17.8 points above standard	Less than 11 Students	65.3 points below standard
Declined 13.7 points		Maintained 2.8 points
71 Students	1 Student	262 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	5 Students	7 Students

Conclusions based on this data:

1. According to the most recent California School Dashboard data, overall academic performance in English Language Arts (ELA) has remained in the orange performance level. A deeper look at subgroup performance reveals that:

--Hispanic students also remained in the orange

--Asian students continue to perform at the green level

--Students with disabilities, English Learners, and Long-Term English Learners remain in the red, indicating a significant need for targeted support

--Socioeconomically disadvantaged students are performing at the orange level

These outcomes highlight persistent achievement gaps among key student groups, particularly those with identified needs. In response, we are actively working to address these disparities and improve academic outcomes for all students.

To support this effort, we have modified class structures for our students with disabilities, implementing more inclusive instructional models, such as the class-within-a-class co-teaching approach. This model allows general education and special education teachers to collaboratively support diverse learners in the same classroom, providing more access to grade-level curriculum and individualized support.

Moving forward, we will focus on:

--Expanding inclusive practices and collaborative teaching strategies

--Monitoring student progress across all subgroups

--Providing differentiated instruction and intervention aligned with identified student needs

--Continuing to build teacher capacity through professional development centered on literacy instruction, culturally responsive pedagogy, and equity-driven practices

Our goal is to ensure that every student, regardless of background or need, receives high-quality instruction and the support necessary to achieve academic success in English Language Arts.

2. California School Dashboard data continues to show a significant performance gap in English Language Arts between our English Learners (ELLs) and English-only students, with ELLs performing well below their peers. This persistent disparity highlights the need for continued, targeted support to accelerate language development and academic achievement for our ELL population.

To address this, we will continue to closely monitor the progress of our English Learners, ensuring that they receive consistent support and are making measurable growth across content areas. We remain committed to maintaining high expectations and rigorous instruction for ELLs, both in their integrated content classes and designated ELD instruction.

To support this commitment, we are implementing the following actions:

--Coaching and instructional support for the ELD teacher to enhance instructional effectiveness

--In-class tutoring to provide real-time, differentiated support for English Learners

--A schoolwide focus on implementing evidence-based literacy strategies that support the development of reading, writing, and academic language skills for all students, with particular attention to the needs of multilingual learners

These efforts reflect our belief that English Learners can achieve at high levels when provided with the right support, rigorous instruction, and opportunities to engage with complex academic content. We will continue to refine our practices and work collaboratively to ensure equitable outcomes for all students.

3. California School Dashboard data indicates that our students with special needs, Hispanic students, socioeconomically disadvantaged students, and English Learners (ELLs) continue to be the groups most in need of targeted support in English Language Arts (ELA). Addressing these persistent achievement gaps is a top priority as we work to ensure equitable access to high-quality instruction for all students.

In response, we are implementing a multi-tiered approach to improve literacy outcomes schoolwide. This includes:

--Schoolwide implementation of AVID strategies to promote student engagement, critical thinking, and academic language development across all content areas

--Continued use of i-Ready for diagnostic assessment and personalized instruction to address foundational gaps in reading

--Tutoring and intervention support targeted toward students demonstrating the greatest need

--Structured collaboration time for teachers to co-plan lessons, analyze data, and align instruction to student needs

--Professional development focused on differentiation, with an emphasis on effective strategies for supporting English Learners and students with disabilities

These efforts aim to build instructional capacity, foster consistency in best practices, and ensure that all students—especially those in historically underserved groups—receive the support they need to grow as readers, writers, and critical thinkers.

School and Student Performance Data
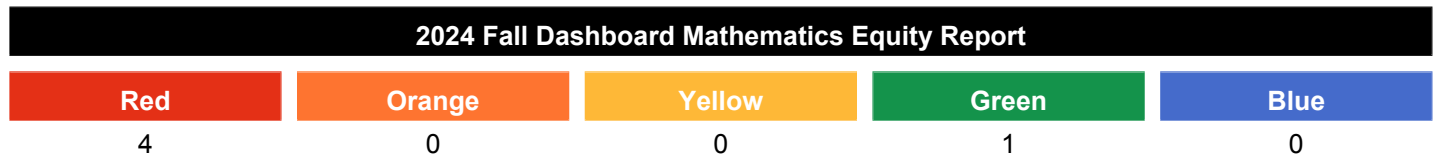
Academic Performance
Mathematics

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
4	0	0	1	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Red	Red	Red
107.3 points below standard	135.3 points below standard	157.9 points below standard
Maintained 0.7 points	Declined 3.0 points	Declined 7.1 points
374 Students	181 Students	94 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Red
Less than 11 Students	110.2 points below standard	120.6 points below standard
1 Student	Declined 10.8 points	Maintained 0.8 points
	37 Students	278 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
197.6 points below standard	Less than 11 Students	0 Students
Declined 14.3 points		
66 Students	10 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Red
16.1 points below standard	Less than 11 Students	131.0 points below standard
Increased 6.9 points		Declined 5.3 points
72 Students	2 Students	261 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
8 Students	5 Students	7 Students

Conclusions based on this data:

1. According to the most recent California School Dashboard data, student performance in Mathematics either remained the same or declined across all student groups, with the exception of the Asian student subgroup, which demonstrated improvement. These results highlight a continued need for targeted instructional support and consistent access to rigorous, standards-aligned math instruction.

   In response, we are committed to:

   --Increasing exposure to grade-level math content through well-structured, standards-based lessons

   --Designing and implementing rigorous instruction that also includes appropriate scaffolds and supports to meet the diverse needs of our learners

   --Providing professional learning opportunities focused on effective math teaching strategies, differentiation, and the use of data to inform instruction

   In addition, we maintain a strong collaborative relationship with our local high school, into which our students matriculate. This ongoing partnership includes annual articulation meetings to align curriculum, share best practices, and ensure vertical alignment that supports a smoother transition and better preparedness for high school-level math.

   Our continued focus is to close achievement gaps in math and ensure all students—especially those in underperforming subgroups—receive the high-quality instruction and support they need to succeed.

2. California School Dashboard data for Mathematics reveals that our Asian student subgroup is outperforming all other subgroups, highlighting a key area of strength within our school. This notable performance provides an opportunity

for deeper analysis to identify the instructional practices, supports, and learning conditions that are contributing to their success.

As part of our commitment to equity and continuous improvement, we will:

--Examine the instructional approaches and student supports that are positively impacting our Asian student subgroup

--Identify best practices that may be adapted and applied to other subgroups, particularly those demonstrating lower performance

--Foster cross-grade and cross-department collaboration to ensure that effective strategies are shared and scaled schoolwide

Our goal is to leverage internal successes to support systemwide improvement in math achievement, ensuring that all students—regardless of background—receive the high-quality, rigorous, and supportive instruction they need to thrive.

3.

California School Dashboard data indicates that our Hispanic students, socioeconomically disadvantaged students, students with disabilities, and English Learners are the student groups most in need of targeted support in Mathematics. These persistent achievement gaps underscore the need for focused, equity-driven strategies to ensure all students have access to rigorous, high-quality math instruction.

In response, we are implementing a comprehensive approach that includes:

--Math teacher professional learning through the SVEF Math Initiative, aimed at building teacher capacity, strengthening instructional practices, and increasing access to high-quality resources

--Peer Teach, a new support model designed to create structured opportunities for students to learn collaboratively while allowing teachers dedicated time to conference with students who need individualized support

--Ongoing articulation and collaboration between our middle school math teachers and high school math faculty to ensure curriculum alignment and instructional coherence that better prepares students for the transition to high school

--Expanded tutoring opportunities, including AVID tutorials, to provide targeted academic support and reinforce key math concepts

These strategies reflect our commitment to addressing inequities in math achievement and ensuring that all students—regardless of background or learning need—are equipped with the skills and confidence to succeed in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Blue	Blue
55.4% making progress.	61% making progress.
Number Students: 130 Students	Number Students: 77 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
13.8%	30.8%	3.8%	50.8%

Conclusions based on this data:

1. We are proud to report meaningful progress in our English Learner Progress Indicator (ELPI), as reflected in the latest California School Dashboard data. This year, 50.8% of our English Learners progressed at least one ELPI level, representing a 9.8% increase from the previous year. This growth is a testament to the focused efforts of our educators and the resilience of our English Learners.

   While this improvement is encouraging, we remain committed to accelerating progress for all English Learners. To build on this momentum, we will:

   --Expand the use of formative assessments to gather timely, actionable data that informs instruction and guides next steps for individual student growth

   --Add an ELD coach to provide targeted instructional coaching and planning support for our ELD teacher, strengthening instructional delivery and alignment with best practices

   --Explore and implement additional supports and interventions that meet the linguistic and academic needs of our English Learners, both in designated ELD and integrated classroom settings

These efforts reflect our continued focus on equity, language development, and academic success for all English Learners as they work toward reclassification and long-term achievement.

2. We are also proud to highlight a significant reduction in the number of English Learners who regressed by one ELPI level. This year, only 13.8% of students decreased, compared to 41% last year—a notable improvement that reflects the impact of our targeted supports and instructional focus.

This progress underscores the importance of consistently providing our English Learners with rich, meaningful opportunities to build language across content areas. To continue this positive trajectory, we will:

--Increase opportunities for structured student talk across all classrooms, ensuring English Learners are actively using academic language in collaborative and content-rich settings

--Continue to prioritize academic language development through integrated and designated ELD instruction

--Support teachers in embedding language-building strategies into daily lessons, including sentence frames, academic discourse routines, and vocabulary development

By creating more opportunities for English Learners to engage in speaking, listening, reading, and writing in academic contexts, we aim to sustain growth and further reduce regression on the ELPI scale, ultimately supporting our students on their path to reclassification and long-term academic success.

3. In reviewing our English Learner Progress Indicator (ELPI) data from the California School Dashboard, we are encouraged by several positive trends. Notably, 3.8% of our English Learners maintained an ELPI Level 4, demonstrating consistent performance at the highest level of English language proficiency. Additionally, only 30.8% of students remained at ELPI Levels 1, 2L, 2H, 3L, or 3H, a significant improvement from 48% last year, indicating that more students are progressing out of the lower performance bands.

While this data reflects positive momentum, we recognize the need to continue strengthening instruction to ensure sustained and accelerated language growth for all English Learners.

To support this effort, our Instructional Leadership Team and AVID Site Team will work collaboratively to:

--Provide targeted professional learning focused on integrated and designated ELD strategies, academic language development, and scaffolding for diverse proficiency levels

--Support teachers with planning and implementation, ensuring that classroom instruction reflects best practices in language acquisition and promotes meaningful engagement for English Learners

--Continue to promote a schoolwide focus on rigorous, language-rich instruction, aligned with AVID strategies and the needs of our multilingual learners

By aligning our systems of support and deepening our professional learning efforts, we aim to further reduce the number of students remaining in lower ELPI levels and increase the number of students advancing toward reclassification and academic success.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	Red
22.8% Chronically Absent	22.5% Chronically Absent	25.5% Chronically Absent
Declined 2.4	Declined 1.4	Increased 1.2
413 Students	173 Students	106 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	25% Chronically Absent	26.9% Chronically Absent
	Maintained 0	Declined 1
1 Student	44 Students	312 Students

Students with Disabilities	African American	American Indian
Red	No Performance Color	No Performance Color
35.1% Chronically Absent	9.1% Chronically Absent	0 Students
Maintained 0	Maintained 0	
74 Students	11 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Orange
9.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	26.3% Chronically Absent
Maintained 0.3	2 Students	Declined 2.5
75 Students		293 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
31.6% Chronically Absent	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 7.3	6 Students	7 Students
19 Students		

Conclusions based on this data:

1. According to the latest California School Dashboard data, we have made measurable progress in reducing chronic absenteeism, moving from the red to the orange performance level. This improvement reflects our schoolwide commitment to building a positive, welcoming environment that supports regular attendance. While this growth is encouraging, we recognize that further progress is needed to ensure all students are present and engaged consistently.

Through the collaborative efforts of our school community and the BEST Committee, we have implemented several proactive strategies to promote attendance. These include schoolwide incentive programs that celebrate and reward consistent attendance, helping to reinforce the importance of being at school every day.

Our Family Case Manager, front office staff, and administrators have played a crucial role in supporting chronically absent students by maintaining direct, supportive communication with families and setting individualized attendance goals accompanied by meaningful incentives. These personalized interventions have contributed to the positive shift in our chronic absenteeism rate.

To sustain and build upon this progress, we will continue prioritizing attendance through new initiatives, including a student postcard recognition program that lets students know they are seen, valued, missed when not present, and commend students who have demonstrated attendance improvement. Additionally, we are developing and implementing restorative tardy slips to address and reduce frequent tardiness in a supportive, relationship-centered manner.

We remain committed to fostering a school climate where every student feels welcomed, supported, and motivated to attend school regularly.

2. According to the California School Dashboard data on Academic Engagement and Chronic Absenteeism, our students with disabilities and long-term English Learners continue to experience disproportionately high rates of absenteeism, remaining in the red performance level. This signals an urgent need for targeted interventions and tailored support to address the underlying barriers these students face.

   To better understand and effectively address these challenges, we will be conducting focus groups with students, families, and staff to identify the root causes contributing to chronic absenteeism within these groups. The insights gained will inform the development of responsive strategies aimed at improving attendance, engagement, and overall student well-being.

   Our commitment is to create an inclusive and supportive school environment that removes obstacles to regular attendance and fosters consistent participation for all learners.

3. Our BEST Team, Family Case Manager, Community School Coordinator, teachers, staff, and administrators collaborate closely to support students experiencing chronic absenteeism. Together, we monitor attendance data, set individualized attendance goals, and implement incentives to encourage regular school participation.

   Additionally, we will continue partnering with Case Managers for Students with Disabilities to better understand each student's unique needs and ensure that appropriate resources and supports are provided to improve their attendance. We will also be providing SEL services through our new Wellness Center.

   Through this coordinated, student-centered approach, we aim to reduce chronic absenteeism and foster consistent engagement across all student groups.

School and Student Performance Data

Conditions & Climate
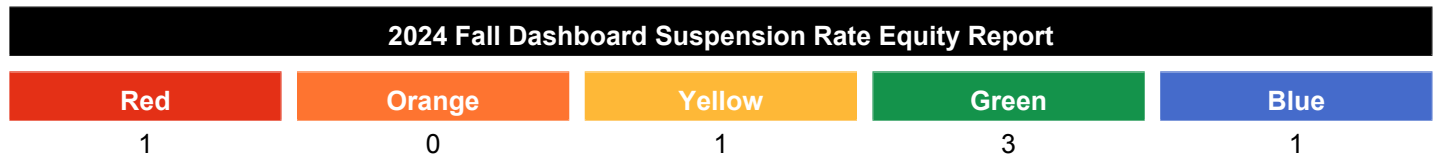## Suspension Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	1	3	1

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Green	Yellow	Red
6.4% suspended at least one day	9.1% suspended at least one day	14.8% suspended at least one day
Declined 2%	Declined 2.2%	Increased 2.7%
420 Students	175 Students	108 Students

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	6.8% suspended at least one day	7.7% suspended at least one day
1 Student	Declined 7.5%	Declined 1.8%
	44 Students	313 Students

Students with Disabilities	African American	American Indian
Green	No Performance Color	No Performance Color
5.4% suspended at least one day	25% suspended at least one day	0 Students
Declined 3.9%	Declined 2.3%	
74 Students	12 Students	

Asian	Filipino	Hispanic
Blue	No Performance Color	Green
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	7.8% suspended at least one day
Declined 1.4%	2 Students	Declined 1.6%
78 Students		296 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy
Declined 11.1%	6 Students	7 Students
19 Students		

Conclusions based on this data:

1. Our latest California School Dashboard data shows a significant improvement in suspension rates, moving from the orange to the green performance level. This positive shift reflects the sustained efforts of our Teachers, Staff, BEST Team, Counseling Team, and school administrators, who continue to monitor discipline data closely and implement proactive, student-centered supports.

We have focused on restorative justice practices as an alternative to traditional disciplinary measures, emphasizing the importance of understanding the root causes of behavior and addressing students' social-emotional needs. Instead of exclusionary practices. We will be further providing individualized counseling and SEL (Social-Emotional Learning) supports, which have helped reduce repeat behaviors and increase student accountability and empathy.

Looking ahead, we will continue to build on this progress by:

--Expanding the use of restorative practices, including mediations, restorative conferences, and behavior expectation sessions.

--We will be offering professional learning for all staff on de-escalation strategies and restorative justice to ensure consistent, empathetic responses to student behavior.

--We will also be learning about and implementing community-building and restorative circles in classrooms to strengthen student relationships, foster a sense of belonging, and prevent conflicts before they arise.

These efforts are grounded in our belief that discipline should be restorative rather than punitive, and that creating a safe, inclusive learning environment takes everyone and benefits all students.

2. To continue reducing suspension rates and improving school climate, we are committed to fostering a more inclusive, engaging, and welcoming environment for all students. Our focus will be on building strong, supportive relationships and nurturing a sense of belonging across our campus.

   We will continue implementing strategies that promote community-building, restorative practices, and positive behavior supports, ensuring that every student feels seen, valued, and connected. These efforts are essential not only to reduce suspensions but also to strengthen our overall school culture and climate.

3. As part of our continued efforts to reduce suspension rates and enhance school climate, we are deepening our focus on mindfulness and social-emotional support. Through our partnership with the Mindful Life Project, we will continue implementing mindfulness practices that help students build self-awareness, emotional regulation, and resilience.

   The mindfulness coach will provide push-in classroom support, small group Rise Up sessions, and targeted 2-to-1 interventions to meet students' individual needs. Our long-term vision includes developing a cohort of student mindfulness leaders who can serve as peer supports and promote a positive school culture.

   In addition, we are launching a new Wellness Center, which will house a Wellness Coach, school counselors, and therapists, offering integrated services designed to support the whole child. This space will serve as a hub for emotional wellness, proactive behavior support, and restorative practices.

   Together, these initiatives reflect our commitment to creating a safe, supportive, and inclusive environment where all students feel empowered to succeed—academically, socially, and emotionally.

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.

At August Boeger Middle School, advancing academic achievement through an equity lens remains a central priority. To effectively identify areas of need and guide our planning, we utilize multiple sources of data—including state assessment results and our comprehensive needs assessment. This data is collaboratively analyzed and discussed in key stakeholder groups such as the School Site Council, English Learner Advisory Committee (ELAC), Instructional Leadership Team, and the AVID Site Team.

English Language Arts (ELA) Performance
Based on CAASPP ELA data, 33% of students met or exceeded standards in 2022–2023. In 2023–2024, this increased to 36.58%, representing a 3.58% gain. While this growth is a positive sign, the California School Dashboard data shows our overall performance in ELA remains at the orange level, indicating the need for continued, focused support.

Of concern, the 2024 Dashboard data reveals that English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities declined in ELA performance, with all three groups falling further below standard. Socioeconomically disadvantaged students also remain in the orange performance band, highlighting the persistent equity gap.

Mathematics Performance
In Math, 17% of students met or exceeded standards in 2022–2023, and 18.02% in 2023–2024, reflecting only 1.02% growth. According to the 2024 Dashboard, overall student performance in Math remains in the red category, which is of significant concern.

Subgroup data shows that:

--English Learners, Long-Term English Learners, Hispanic students, and Students with Disabilities declined between 3 and 14 points.

--Socioeconomically disadvantaged students maintained performance, but also remain in the red.

--The Asian subgroup was the only group to perform in the green category, showing notable strength.

English Learner Progress
Despite overall academic challenges, we are encouraged by substantial progress in English Learner Progress Indicators:

--55.4% of English Learners and 61% of LTELs made progress on the 2024 Dashboard, moving both groups into the blue performance level, which is a significant achievement.

--On the Summative ELPAC, 51.2% of English Learners advanced at least one ELPI level, and 3.9% maintained an ELPI Level 4—both improvements over the previous year.

However, a deeper analysis reveals a troubling trend:

--In ELA, the percentage of English Learners meeting or exceeding standards decreased from 13.5% (2022–23) to 11.89% (2023–24).

-- Among LTELs (6th grade only), only 1.49% met standard.

--In Math, performance declined from 4.29% to 3.03% for ELs, and 0% of LTELs met standard.

This discrepancy between English language development progress and academic performance in core subjects signals a need for targeted instructional support and intervention.

Identified Needs and Next Steps
Based on our needs assessment and performance data, the following actions have been identified as priorities:

--In-class tutoring and academic interventions specifically targeting English Learners and LTELs, particularly in ELA and Math.

--Ongoing professional development and coaching support for the ELD teacher to strengthen instructional practices tailored to ELs and LTELs.

--Continued data analysis and collaboration through site teams and leadership groups to refine supports and strategies schoolwide.

These steps are part of our broader effort to close achievement gaps, improve outcomes for historically underserved students, and ensure every student is equipped for success in high school, college, and beyond.

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	36.58% AY 2023-2024 met or exceeded	At or above 38%
CAASPP - Math	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= 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=]3.03% AY 2023-2024 met or exceeded / LTEL= 0% met standard	At or above 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	At August Boeger, we are committed to advancing equity and academic success for all students through the schoolwide implementation of AVID (Advancement Via Individual Determination) strategies. AVID supports a diverse student population—including English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students—by embedding research-based instructional strategies that foster academic skills, college and career readiness, and student agency.

In alignment with our feeder school, Robert Sanders Elementary, we will continue to integrate AVID strategies into daily instruction across all content areas. These strategies are designed to build students' organizational habits, critical thinking, academic language, and note-taking skills, while fostering a culture of high expectations and college-going aspirations.

To support effective implementation:

--All teachers will participate in professional development sessions facilitated by our AVID Site | ALL Students | 7,500
0710 - LCFF Supplemental
0000: Unrestricted
AVID Professional Developments - AB |

	Team, focusing on practical strategies that can be embedded into core instruction. --Teachers will be provided with structured collaboration time throughout the academic year to plan lessons, share best practices, and ensure vertical and horizontal alignment of AVID strategies within grade levels and departments. --Students will be given opportunities to explore college and career pathways through college campus visits, career exploration activities, and student-led panels featuring high school and college students, helping to foster real-world connections and future planning. --We will continue to create an academically focused and college- and career-ready school culture, ensuring that all students see themselves as capable, prepared, and supported on their educational journey. Through intentional, schoolwide use of AVID strategies, we aim to empower all students to thrive academically and envision a future filled with opportunity.		
1.2	To accelerate academic achievement and address identified learning gaps, August Boeger Middle School is committed to expanding targeted, consistent tutoring and intervention supports during the school day and beyond. In-Class Interventions and Supports: --Provide small group interventions and homework support during the instructional day through programs such as Elevate Math and other evidence-based interventions. --Continue to recruit, retain, and train instructional aides to deliver in-class academic support, with a particular focus on students with special needs and English Learners. --Implement AVID tutoring strategies across all classrooms, designed to increase student engagement and academic rigor. Teacher and student training for AVID tutorials will begin in preparation for full implementation in Trimester 3 of the 2025–26 school year. --Provide in class tutoring Peer Tutoring: Stanford's Peer Teach Program: We will continue our partnership with Stanford's Peer Teach program, which promotes collaborative learning through structured peer-to-peer support. The program offers:	ALL Students	131,169 0710 - LCFF Supplemental

	--Research-based training for student tutors on how to guide learning through questioning, modeling, and encouraging productive struggle. --Strategic pairing of students who need academic support with peers who demonstrate content mastery. --Built-in checks for understanding after each session to celebrate progress and adjust instruction as needed. After-School and Extended Learning Opportunities: --Partner with the Bay Area Tutors Association to provide after-school tutoring in ELA, AVID, and ELD. --Offer after-school literacy intervention and Students of Promise academic support, targeting students who require additional help in reaching grade-level standards. --Continue providing summer school programs for both credit recovery and enrichment, ensuring extended learning opportunities for all students. These layered supports reflect our commitment to equity, academic recovery, and readiness, ensuring all students have access to the tools and time they need to succeed.		
1.3	Extended Learning Support (beyond the regular school day-- Before School, After School, and Extended Year) 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).	ALL Students	375,000 6010-After School Education and Safety (ASES) 7000-7439: Other Outgo 2600-- ELOP
1.4	At August Boeger Middle School, we are committed to strengthening instructional and leadership capacity to improve student outcomes across all content areas. Our goal is to ensure that teachers, instructional aides, and administrators are equipped with the skills, tools, and collaborative structures necessary to meet the diverse needs of our learners. To achieve this, we will: --Expand professional development opportunities that focus on best practices and evidence-based strategies, including: --Integrated and Designated English Language Development (ELD) to support reclassification and language acquisition.	All Students/At-Risk Students	2,500 0710 - LCFF Supplemental

	--AVID instructional strategies that promote academic rigor, organization, and critical thinking. --Lesson development and design, emphasizing standards alignment, rigor, differentiation, and embedded formative assessment. --Positive Behavioral Interventions and Supports (PBIS) and Multi-Tiered Systems of Support (MTSS) to create safe, supportive learning environments. --Diversity, Equity, Inclusion, and Belonging (DEIB) and Restorative Practices to cultivate inclusive, student-centered communities. --Social-Emotional Learning (SEL) to build student resilience and emotional well-being. --Provide ongoing site-based and district-wide professional development for teachers, administrators, and instructional aides. --Offer teacher mentoring and planning support, including regular collaboration time and team meetings to promote data-driven instruction and reflection. --Support the ELD teacher with specialized coaching through EL Education, to enhance instruction for English Learners and improve reclassification outcomes. Teachers will also engage in monthly collaboration time, working in grade-level and departmental teams to: --Co-develop standards-aligned, rigorous, and differentiated lessons. --Embed multiple opportunities for formative assessment and student feedback throughout instruction. --Plan for in-class intervention supports, including re-teaching and reassessment opportunities, to ensure students can demonstrate mastery. --Align teaching practices to support equity and access for all student groups, especially English Learners, Students with Disabilities, and socioeconomically disadvantaged students. Professional development is a cornerstone of our continuous improvement model. By investing in the ongoing growth of our educators and leaders, we are ensuring high-quality, responsive instruction that is aligned to student needs and California state standards.		

| 1.5 | To enhance instructional delivery and support academic achievement for all students—especially our English Learners, Foster Youth, Homeless, Low-Income students, and Students with Disabilities—August Boeger Middle School will continue to invest in adopted technology tools and supplemental software programs that align with state standards and support differentiated instruction.

These tools will be used to:

--Supplement the core curriculum by offering interactive, skill-building opportunities.

--Support small group and individualized instruction that targets specific student needs.

--Provide extended learning opportunities, both in and outside of the classroom.

--Facilitate universal access to grade-level content through adaptive programs that respond to student progress in real time.

Technology integration will be purposeful and equity-driven, ensuring that our most vulnerable student populations have meaningful access to tools that promote both remediation and enrichment. Teachers will receive professional development and training on effectively implementing these programs into daily instruction to maximize impact and student engagement.

Additionally, we will strengthen our technology infrastructure and support systems to promote both instructional and community engagement. This includes:

--Maintaining a qualified team of technology support staff responsible for ongoing device maintenance, technical troubleshooting, and program updates.

--Hosting workshops and trainings for families and students to ensure they are confident in using tools such as learning applications, communication platforms, and PowerSchool.

--Continuing to improve parent/caregiver engagement by providing support in navigating school communication apps, student information systems, and official school social media platforms.

By equipping both staff and families with the skills and tools needed to support learning and communication, we aim to foster a more connected, informed, and empowered school community, while ensuring every student receives personalized and equitable access to learning. | All Students/At-Risk Students | 25,445
0710 - LCFF Supplemental
7000-7439: Other Outgo |

1.6	Psychological Services to Support Student Assessment and Success August Boeger Middle School will maintain funding for a school psychologist to ensure timely and accurate assessment, support, and service coordination for our most vulnerable student populations, including English Learners, Foster Youth, Students with Disabilities, and Low-Income students. The psychologist plays a vital role in: --Administering psychoeducational assessments and conducting timely initial evaluations and annual reviews. --Monitoring the progress of targeted students and consulting with teachers, families, and support teams. --Making informed recommendations for appropriate placements, interventions, and services tailored to individual student needs. --Supporting the development of individualized education plans (IEPs) and ensuring compliance with legal timelines and procedural safeguards. By continuing to fund this position, we ensure that students in need are: --Identified and supported early, reducing delays in receiving services. --Placed in learning environments that meet their academic, behavioral, social-emotional, and physical needs. --Provided with access to appropriate resources, accommodations, and mental health support. This action directly supports our school's commitment to equity, inclusion, and whole-child support, ensuring all students—especially those most at risk—receive the guidance and services needed to thrive both in and out of the classroom.	At-Risk Students	49,664 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries
1.7	To support a well-rounded education and promote student engagement, August Boeger Middle School will continue to fund and expand enrichment opportunities in the arts, electives, and athletics. Arts and Elective Programs: --Maintain funding to support teaching staff for enrichment courses such as Music and Dance, ensuring all students have access to creative and performing arts experiences.	All Students	267,180 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries

	--Provide compensation for middle school teachers who offer elective classes during their preparation periods, allowing for a broader range of elective options that align with student interests and talents. --Purchase supplemental instructional materials and resources to enhance enrichment programs. This may include art supplies, musical instruments, dance attire, and classroom resources for elective courses. --Contract with external providers to offer specialized enrichment services such as visual arts instruction, cultural dance workshops, or guest artist residencies, bringing high-quality learning experiences directly to students. Extracurricular and Athletic Opportunities: --Continue to develop and expand extracurricular opportunities in athletics/sports to promote physical well-being, teamwork, and school connectedness. --Ensure access and participation for all students, including those from underserved groups, by removing financial barriers and offering inclusive programming. These enrichment and extracurricular offerings are designed to support the whole-child approach, foster engagement and school pride, and strengthen students' social-emotional and interpersonal skills—all of which contribute to improved academic outcomes and a positive school climate.			
1.8	To foster creativity, cultural awareness, and student engagement, August Boeger Middle School will continue to provide structured collaboration rotations in which students receive enrichment instruction in Art and Music as part of their regular educational experience. Key actions include: --Offering rotational enrichment blocks that ensure all students have access to high-quality instruction in the visual and performing arts. --Continuing to supplement the music and art programs through the purchase of instructional materials, instruments, and art supplies that support hands-on learning and artistic expression. --Providing arts-related field trips and cultural experiences to deepen students' appreciation of the arts and connect classroom learning with real-world contexts. --Embedding arts-based learning opportunities into core content areas—such as Research-Based	All Students	58,355 Other 6770 AMS Prop 28	

	Projects and History classes—so students can explore historical events, cultural movements, and personal identity through creative expression and artistic inquiry. This integrated approach to arts education not only enriches the student experience, but also supports critical thinking, collaboration, and communication skills, all while cultivating an appreciation for creativity and diverse perspectives.		
1.9	August Boeger Middle School will continue to implement and maintain the i-Ready online assessment and instructional program to support student proficiency and growth in both English Language Arts (ELA)/Literacy and Mathematics. Our continued investment in i-Ready reflects a strategic commitment to personalized learning and data-driven instruction. i-Ready's adaptive diagnostic tool identifies each student's unique strengths and areas of need, allowing teachers to deliver targeted interventions and differentiated instruction that meets students where they are. Key features and benefits include: --Two-pronged approach: --Diagnostic Assessments provide actionable data on student performance across key standards. --Personalized Instruction offers customized online lessons that adapt to student progress and reinforce foundational skills. --Increased instructional effectiveness by helping teachers group students for small-group instruction, set learning goals, and monitor growth. --Integration into the school day and extended learning programs, ensuring that students receive consistent support throughout the academic year, including during Extended Learning Opportunity Plan (ELOP) sessions. i-Ready enables educators to make informed decisions that accelerate learning and close achievement gaps—particularly for students needing additional support—while empowering students to take ownership of their academic progress.	All Students	20,297 0710 - LCFF Supplemental 4000-4999: Books And Supplies 2600 - ELOP
1.10	Access to Standards-Aligned Curriculum and Instructional Materials August Boeger Middle School will ensure that all students have access to appropriate, standards-aligned curriculum and high-quality instructional materials across all content areas. This includes		35,717 Other 6000-6999: Capital Outlay Lottery 5,625 0710 - LCFF Supplemental

	core and supplemental resources that meet the diverse academic and linguistic needs of our student population. We are committed to: --Providing up-to-date, adopted curriculum that aligns with California State Standards. --Supplying adequate instructional materials for every student, including textbooks, digital resources, and hands-on materials. --Ensuring that materials reflect the needs of all learners, including English Learners, Students with Disabilities, Foster Youth, and Socioeconomically Disadvantaged students. By maintaining equitable access to essential resources, we support rigorous, inclusive, and effective instruction that prepares students for academic success.		4000-4999: Books And Supplies
1.11	Wellness Center Staffing and Support We will continue to staff the Wellness Center with a dedicated Wellness Coach and School Counselor to provide students with consistent access to social-emotional support, mental health resources, and wellness services. These professionals play a critical role in fostering student well-being, encouraging positive behavior, and assisting students in navigating personal, academic, and social challenges. Additionally, we will maintain funding for the Community School Coordinator position to support and expand community school initiatives that strengthen partnerships and provide comprehensive resources for students and families.		161,804 Other 6000-6999: Capital Outlay

Annual Review

SPSA Year Reviewed: 2024-25

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.

Monitoring and Evaluating Program Effectiveness
The effectiveness of implemented strategies and activities will be continuously monitored through a comprehensive, data-driven evaluation process. This includes the regular analysis of student achievement data in English Language Arts/Literacy, Mathematics, and Science to identify trends, measure progress, and pinpoint areas for targeted improvement.

Key evaluation components include:

--Academic performance tracking to assess the impact of instructional strategies and intervention supports.

--Attendance and engagement metrics to evaluate student participation and school connectedness.

--Analysis of professional development outcomes, with a focus on how effectively educators are integrating new practices into instruction.

--Monitoring of intervention and enrichment programs, assessing both student participation and the academic or developmental gains resulting from these supports.

--Ongoing evaluation of technology tools, such as the i-Ready program, to ensure they are effectively supporting personalized learning and addressing individual student needs.

These data insights will drive evidence-based decision-making, allowing the school to refine and adapt its strategies to better serve all students. This iterative approach supports the continuous improvement cycle, with a focus on closing achievement gaps, enhancing equity, and promoting college and career readiness.

By staying responsive to student outcomes and needs, August Boeger Middle School is committed to fostering a dynamic, inclusive, and high-performing educational environment for every learner.

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

At this time, there have been no significant differences between the intended implementation and the budgeted expenditures related to the strategies and activities designed to achieve the stated goal. All actions and associated costs have aligned as planned.

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.

Continuous Improvement Through Data-Informed Revisions
Following a thorough analysis of student data and program implementation, any necessary changes to goals, annual outcomes, metrics, or strategies/activities will be clearly outlined in the updated School Plan for Student Achievement (SPSA). This analysis-driven approach supports evidence-based decision-making and ensures that adjustments are made to maximize the effectiveness of instructional strategies and student supports.

Revisions may be prompted by:

--Trends identified through ongoing assessments and performance data.

--Stakeholder feedback from staff, families, and students.

--Evolving district or state educational priorities.

The SPSA will serve as a comprehensive and transparent roadmap for continuous improvement. Changes will be documented within specific sections, such as the goal statements, measurable objectives, metrics, or action plans, allowing school community members to clearly understand the rationale behind each adjustment.

This iterative and collaborative process ensures that the school remains adaptive, student-centered, and aligned with its commitment to equity and academic excellence, while continuously responding to the needs of its diverse learning community.

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. 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 2023-24 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 year. Yet, it has decreased in comparison to the 2022-23 school year where it was at 10%.	Continue to work on decreasing the percentage of teachers who leave our district to work in another district by two percentage points.

Facilities in Good Repair	For the 2024 school year, 95% of parents, 92% of staff and 88% of 7th graders, feel the schoolyard and buildings are in good condition all or most of the time. Met, 100% of classrooms and school buildings received safety equipment.	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. Continue to provide 100% of classrooms and school buildings with safety equipment, cleaning supplies, and barriers in accordance with current Guidance.
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
2.1	Maintenance and Recruitment of Qualified and Experienced Teachers The recruitment and retention of qualified, experienced, and passionate educators are essential to ensuring high-quality instruction and achieving student success. Our efforts are focused on both attracting skilled teachers and fostering an environment that supports long-term retention. To support recruitment, the school actively participates in district and regional teacher recruitment events and has developed promotional materials—including updated recruitment flyers and videos—that highlight August Boeger's strengths, culture, and commitment to student achievement. We are also committed to maintaining a current, informative, and inviting school website that showcases our programs, staff, and school culture to prospective applicants. Retention efforts focus on creating a supportive and inclusive professional community. We are committed to: --Providing ongoing professional development and instructional resources --Fostering a collaborative, welcoming school culture --Ensuring that staff feel valued, included, and supported in their work By investing in both recruitment and retention, we aim to build and sustain a strong, stable teaching staff that reflects our commitment to educational excellence and equity.	ALL Students	511,326 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Maintaining highly qualified teachers

2.2	We will continue to provide targeted mentoring and coaching for teachers who are new to the profession. This support is designed to help new educators clear their credentials, develop high-quality, standards-aligned lessons, and build the skills necessary to meet the diverse academic and social-emotional needs of our student population. This proactive approach not only helps new teachers successfully transition into the school environment, but also enhances instructional quality and promotes a sense of professional belonging and connectedness within the school community. Equipping new teachers with the tools, strategies, and support they need ensures that all students—particularly our most vulnerable populations, including English Learners, Foster Youth, Students Experiencing Homelessness, Students with Disabilities, and Low-Income students—receive equitable, high-quality instruction. New teachers will be supported in: --Delivering rigorous, grade-level instruction --Using formative and summative assessments to inform teaching --Implementing differentiated strategies and targeted interventions --Supporting students' academic and social-emotional development Additionally, each new teacher will be paired with a mentor teacher and connected to members of the Instructional Leadership Team and AVID School Site Team to provide ongoing collaboration, coaching, and peer mentorship. This support structure fosters professional growth, encourages retention, and contributes to a sustained culture of instructional excellence at August Boeger Middle School.	ALL Students	19,650 4035-NCLB:Title II Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 626600 TitleII/Educator Efficacy 1,250 Other 6000-6999: Capital Outlay 626600
2.3	Internet Access and Technology Devices We will continue to ensure that every student has access to a Chromebook, and provide hotspots and other essential technology devices to students who face barriers to connectivity—particularly English Learners, Foster Youth, Students Experiencing Homelessness, Students with Disabilities, and Low-Income students. This ongoing commitment to equitable access to technology supports student engagement in digital	ALL Students	30,625 0710 - LCFF Supplemental 6000-6999: Capital Outlay Instructional Technology devices 630000

	learning environments, both during the school day and beyond. Providing reliable internet access and devices ensures that all students can fully participate in instruction, complete assignments, access academic interventions, and utilize online learning tools—such as i-Ready and other supplemental programs—that are critical to academic success. By removing technology-related barriers, we create a more inclusive and equitable learning environment where every student has the tools they need to thrive.		
2.4	Safe School Facilities We will continue to ensure that all students and staff learn and work in a safe, healthy, and well-prepared environment. This includes the ongoing provision of essential materials such as, but not limited to, personal protective equipment (PPE), improved ventilation systems, and emergency preparedness supplies, in alignment with current federal, state, and local health and safety guidelines. Special attention will be given to supporting our most vulnerable populations—including English Learners, Foster Youth, Students Experiencing Homelessness, Students with Disabilities, and Low-Income students—to ensure they have equitable access to PPE and other resources that promote safety and well-being. As needs arise, we will also purchase additional safety and emergency preparedness materials to enhance readiness and responsiveness in any situation. Maintaining a safe school environment is foundational to supporting academic achievement, student wellness, and daily attendance.	All Students	1,250 0710 - LCFF Supplemental 7000-7439: Other Outgo
2.5	Access to Standards-Based Curriculum To ensure equitable access to high-quality instruction, the District has invested in standards-aligned online curriculum and will continue to purchase supplemental materials using supplemental funds to support the diverse learning needs of all students. While students have access to digital versions of instructional materials, the District will also provide hard copies of student workbooks and other key resources. This ensures that all students—regardless of internet connectivity or access to devices—can engage with grade-level content both at school and at home. This action directly benefits our most vulnerable student populations, including English Learners, Foster Youth, Students Experiencing	All Students	25,000 6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies Amplify Science curriculum

	Homelessness, Students with Disabilities, and Low-Income students, by removing barriers to learning and promoting equitable access to the core curriculum and academic supports. By offering both digital and print materials, we ensure that every student has consistent and flexible access to instructional content, enabling greater academic success and continuity of learning.			
2.6	Classroom Texts, Instructional Materials, and Office Supplies Ensuring the adequate provision of classroom texts, instructional materials, and office supplies remains a priority in fostering a learning environment that supports effective teaching and student achievement. This includes a consistent supply of essential resources needed for daily instruction, student engagement, and operational efficiency. Providing teachers and staff with the tools they need—such as updated classroom texts, paper, writing tools, organizational materials, and other instructional resources—ensures that educators can deliver standards-aligned, high-quality lessons without disruption. It also supports differentiated instruction and access to learning materials for all students. A well-resourced learning and work environment contributes directly to academic success, teacher satisfaction, and overall school functionality.	All Students	10,717 6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2024-25

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 implemented strategies and activities will be assessed through ongoing, data-driven evaluation processes. Key indicators—including teacher qualifications, student academic performance, attendance, behavior data, and stakeholder feedback—will be regularly reviewed to determine the impact and success of each initiative.

The School Plan for Student Achievement (SPSA) will serve as the central, living document where goal statements, measurable objectives, action steps, and any modifications or refinements are clearly documented. This ensures transparency and provides all school community members with a comprehensive understanding of the school's progress and areas for continuous improvement.

This iterative approach allows for timely adjustments based on real-time data and stakeholder input, ensuring that the school remains responsive to the evolving needs of its students and committed to delivering high-quality, equitable educational opportunities for all learners.

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

Alignment of Budgeted Expenditures with Goal 2 Implementation

Based on the current analysis, there are no significant discrepancies between the intended implementation and the budgeted expenditures for strategies and activities aligned with Goal 2. The budget has been thoughtfully developed to ensure that sufficient resources are allocated to priority areas, including teacher recruitment and retention, instructional support, technology access, facility upkeep, curriculum implementation, and the provision of essential classroom and office supplies.

Ongoing financial monitoring and oversight mechanisms are in place to track expenditures and ensure that funds are utilized as planned. This includes regular reviews to verify alignment between budget allocations and actual implementation, allowing the school to make timely adjustments in response to emerging needs or unforeseen circumstances.

This proactive and transparent approach to fiscal management supports the effective execution of strategic initiatives and upholds the integrity of the SPSA. It also ensures that resources are consistently directed toward efforts that promote equitable access, academic growth, and improved student outcomes.

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.

Ongoing Analysis and Responsiveness to Goal 2

At this time, the ongoing analysis has not identified any significant changes needed to Goal 2, its annual outcomes, metrics, or associated strategies and activities. The School Plan for Student Achievement (SPSA) continues to serve as a comprehensive and transparent resource for school community members, outlining the goal statement, objectives, action steps, and budget allocations in support of improved student outcomes.

Should evolving conditions—such as shifts in educational priorities, stakeholder feedback, or emerging student needs— necessitate adjustments, any modifications to the goal, outcomes, or strategies will be thoughtfully reviewed, formally documented, and clearly communicated through updates to the SPSA. This ensures that the plan remains a dynamic, living document aligned with both the school's vision and the needs of its diverse student population.

Ultimately, the SPSA reflects the school's commitment to maintaining certified and qualified teachers, equitable access to a rigorous, standards-based curriculum, and safe, clean, and supportive learning environments. All revisions will be explicitly detailed in the appropriate SPSA sections to promote accountability, transparency, and continuous 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.

Student and Parent Engagement & Safe, Supportive Learning Environment

Based on our needs assessment, ongoing parent feedback gathered through committee meetings, advisory groups, school site meetings, and parent surveys, we have improved student and parent engagement while ensuring a safe and supportive learning environment for all students. Yet, we continue to work on further improving engagement.

Suspension Rates:
According to the 2024 California School Dashboard, August Boeger's overall suspension rate is in the green category, reflecting positive progress. The suspension rate decreased by 2% compared to the previous year. Notably, suspensions declined by 2.2% among English Learners, 1.6% among Hispanic students, 1.8% among Socioeconomically Disadvantaged students, and 3.9% among Students with Disabilities—all significant subgroups in the 2023-24 school year.

Chronic Absenteeism:
The 2024 Dashboard places chronic absenteeism in the orange category, with a 2.4% decline overall. Subgroups showing improvement include English Learners (1.4% decline), Hispanic students (2.5% decline), and Socioeconomically Disadvantaged students (1.5% decline). The Asian subgroup maintained its standing in the yellow category. While progress is evident, we recognize the need to continue focusing efforts to reduce chronic absenteeism and improve attendance rates.

Ongoing and Planned Supports:
To promote mental health and social-emotional well-being, we will sustain and expand counseling services through our new Wellness Center, collaborate with outside counseling agencies, and provide staff development focused on mental health support, social-emotional learning (SEL), diversity, inclusion, and belonging. Staff will also receive training to facilitate class meetings and focus groups to foster meaningful student engagement, especially among unduplicated students.

We will continue to organize anti-bullying rallies and grade-level assemblies, while adding focused classroom presentations aimed at promoting positive behaviors and reducing bullying and aggression.

Beginning Fall 2024, August Boeger will transition to a Community School model, incorporating a fully staffed student Wellness Center with SEL counselors and a Wellness Coach to provide comprehensive mental health support. Our partnership with the Mindful Life Project will continue, offering mindfulness practices and training for students, staff, faculty, and families through push-in support, small groups, and one-on-one sessions.

Additionally, we are committed to implementing a cohesive and aligned Multi-Tiered System of Supports (MTSS) encompassing Tier 1 through Tier 3 interventions. This system will enable early identification, intervention, and ongoing assessment for at-risk students or those in need of additional support, while fostering greater alignment and strengthening of support services.

We aim to cultivate a safe, inclusive, and welcoming environment that strengthens connections between students and caring adults, as well as fosters positive peer relationships. All staff, including campus monitors, will play a role in this effort. Our Family Case Manager will work closely with families of identified students, providing outreach and connecting them to community resources. To support this work, staff will receive professional development in Restorative Justice as we deepen our commitment to restorative practices.

Since 2021, we have been addressing identified priorities to create and model an anti-racist, compassionate, and inclusive school culture that honors the dignity of every individual in our diverse community. These priorities include:

--Ensuring equity-based treatment regardless of race, gender, primary language, education level, or socioeconomic status

--Fostering a sense of belonging for all students, with special focus on English Learners and Special Education students

--Equitable distribution of resources across all schools and student groups

--Improving communication and access for all students and families

--Promoting fair and equitable treatment of students in disciplinary processes

--Actively listening to and valuing feedback from all stakeholders

--Increasing parent participation in school and district events, especially given that average participation remains around 20%. Notably, parent involvement increased when events were offered virtually.

We will continue to monitor parent engagement by tracking attendance at events and the completion of surveys and feedback forms. Our efforts will focus on increasing participation from all families, with special attention to parents of English Learners, homeless students, and those from low socioeconomic backgrounds.

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	Provide Support to Families of Most Vulnerable Student Subgroups 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.	ALL Students	56,024 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries 0.5 FTE Family Case Manager / 3010 Title 1--transportation
3.2	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.	All Students/At-Risk Students	161,804 Other 1000-1999: Certificated Personnel Salaries 6332 CA Community Schools
3.3	Improve Student Engagement and Attendance We will continue to implement the EL Education CREW program across all school sites, providing ongoing staff development, coaching, and support. CREW is designed to foster meaningful student engagement, strengthen school connectedness, and promote an inclusive environment for all students. This program complements other school-wide initiatives and aims to positively impact the overall school climate and culture. To further support a positive school environment, we will provide Restorative Justice professional learning for staff and faculty, equipping them with the skills and strategies to build stronger relationships, address conflicts constructively, and enhance student accountability. Additionally, we will sustain and expand attendance incentives and school-wide initiatives that encourage regular attendance, recognizing and rewarding positive attendance behaviors to reduce chronic absenteeism and improve student participation.	All Students/At-Risk Students	10,000 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries 5800: Professional/Consulting Services and Operating Expenditures
3.4	We will continue to fund Campus Monitor and yard duty positions during lunch periods to promote a	ALL Students	64,393 0710 - LCFF Supplemental

	positive school climate and provide preventative interventions for students. Additional PBIS (Positive Behavior Interventions and Supports) and de-escalation training will be offered to all faculty and staff, enabling them to effectively implement PBIS strategies relevant to their roles. Our commitment to DEIB (Diversity, Equity, Inclusion, and Belonging) will continue, with an expanded focus on Social Justice and Restorative Practice professional learning for staff and faculty. These efforts support a more inclusive, respectful, and equitable school culture. Improving school climate remains a priority to boost attendance, engagement, and both academic and social success—especially for our most vulnerable populations, including English Learners, Foster Youth, Homeless students, Students with Disabilities, and those from low-income backgrounds. We will also work to cultivate a safe, inclusive, and welcoming environment that strengthens positive connections between students and caring adults, as well as among peers. Every member of the school community, including Campus Monitors, will play an active role in this effort. These strategies—ranging from supervision to targeted professional development—contribute to creating a safe, supportive atmosphere that fosters a strong sense of community and enhances the overall learning experience.		2000-2999: Classified Personnel Salaries 5800: Professional/Consulting Services and Operating Expenditures
3.5	Parent Engagement and Access We will offer academic workshops and training sessions for parents to clearly communicate grade-level standards and learning expectations. These sessions will also provide practical strategies and recommendations to help parents support their students at home. Training will be available both in-person and virtually to accommodate diverse needs. Our Community School Coordinator and Family Case Manager will connect families to school and community resources to meet students' academic, social, and emotional needs. Family Case Managers and counselors will continue hosting workshops on Social Emotional Learning and reinforcing positive behavior expectations. The newly added Community School Coordinator will collaborate closely with the Family Case Manager to align services, enhance outreach to parents, and build strong community partnerships. Through our School2Home partnership, we will provide hands-on technology training to close the	All Students	1,500 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries 9027 SLS Mental Health

digital divide. This includes helping parents monitor their students' academic progress, ensure online safety, communicate effectively with teachers, and access school and community resources.

We will encourage and support parents to participate in school and district advisory groups through targeted training and workshops, fostering strong educational partnerships and advocacy for their children.

For families of English Learners, we will provide informational meetings and materials in the appropriate languages to explain reclassification criteria, ELPAC assessments, and support resources. A monthly ELAC committee will engage parents in feedback and information-sharing, and annual meetings will focus on students at risk of or identified as Long-Term English Learners.

Communication tools and platforms will include:

PowerTeacher GradeBook for real-time access to grades, assignments, and teacher communication.

ParentSquare, school website, and social media for mass notifications, news updates, surveys, and event calendars.

Regular newsletters (Boeger Bulletin), Coffee with the Principal, and meetings with Spanish and Vietnamese translation to ensure accessibility.

We will utilize contracted services such as Cellphone, Voler, Zoom, Language Line, and other translation services to overcome language barriers and maintain strong communication with diverse families.

Additionally, a bilingual Data Technician will assist families with downloading apps, logging in, accessing the internet, and using technology devices to ensure equitable access and support.

| | 3.6 | Improve School Climate

We will continue to systematically collect and analyze school climate data by administering annual surveys to students, staff, and parents. This ongoing process allows us to monitor progress toward climate goals, identify strengths, and pinpoint areas needing improvement.

Our commitment to Diversity, Equity, Inclusion, and Belonging (DEIB) will deepen through ongoing professional learning focused on social justice and restorative practices for all staff and faculty. These efforts will foster a more equitable and supportive school community. | All Students | 40,500
Other
7000-7439: Other Outgo
7435 Learning Recovery BG |

		We will prioritize creating a safe, inclusive, and welcoming environment that strengthens connections between students and caring adults, as well as fosters positive peer relationships. Every member of the school community plays a vital role in cultivating this culture. By implementing targeted strategies that improve student engagement, attendance, and overall school climate, we aim to build a positive, safe, and supportive atmosphere. These efforts work together to enhance the learning environment and nurture a strong sense of security, belonging, and community for all students and staff.		
3.7	Parent Communication platforms -ThoughtExchange -Parent Square -Facebook -Blackboard -DTS		All Students	37,765 0710 - LCFF Supplemental
3.8	Parent Engagement — IT Support To further increase parent engagement, ongoing IT support is essential to ensure families and students are consistently connected through PowerSchool and ParentSquare. IT will provide timely assistance with enrollment, account access, and troubleshooting to maintain up-to-date communication channels. This continuous support helps keep our school community informed, engaged, and actively involved in their students' education.		All Students	25,881 0710 - LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2024-25

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 effectiveness of these strategies and activities will be continuously monitored using key metrics such as student engagement, attendance rates, and overall school climate. The School Plan for Student Achievement (SPSA) serves as the primary resource for school community members to access detailed information on goals, objectives, action plans, and any updates informed by ongoing data analysis. This iterative and data-driven process ensures the school remains adaptive to the changing needs of its students, fostering a safe, supportive, and enriching learning environment that promotes student success.

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 significant discrepancies between the planned implementation and the budgeted expenditures for strategies aligned with achieving Goal 3. The budget has been thoughtfully allocated to support key

initiatives that foster a safe and supportive learning environment. This includes funding for essential personnel—such as Family Case Managers, Counselors, and Student Advisors—as well as support services like transportation and mental health resources. Provisions for Parent Engagement Workshops, contracted communication and translation services, and ongoing IT support also align closely with the intended actions. Regular financial reviews and oversight are in place to ensure budget compliance and to address any unforeseen adjustments promptly. This proactive financial management ensures resources are effectively utilized to meet the goal of providing a safe, inclusive, and supportive 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 have been 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 review and revision. Any necessary adjustments based on evolving circumstances, stakeholder feedback, or emerging educational priorities will be clearly documented and reflected in the plan. This ensures transparency and reinforces the school's commitment to fostering a safe and supportive learning environment where students feel connected and valued. School community members can access detailed information on any updates by referring to relevant sections of the SPSA, including the goal statement, objectives, and action plans. This iterative, data-driven process ensures the school remains responsive to student needs and continuously strives to provide a positive, supportive educational experience.

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	$2,137,941.00
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	$1,248,144.00
4035-NCLB:Title II Teacher Quality	$19,650.00
6010-After School Education and Safety (ASES)	$375,000.00
6300-Lottery-Instructional Materials (Prop 20)	$35,717.00
Other	$459,430.00

Subtotal of state or local funds included for this school: $2,137,941.00

Total of federal, state, and/or local funds for this school: $2,137,941.00

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

Expenditures by Funding Source

Funding Source	Amount
0710 - LCFF Supplemental	1,248,144.00
4035-NCLB:Title II Teacher Quality	19,650.00
6010-After School Education and Safety (ASES)	375,000.00
6300-Lottery-Instructional Materials (Prop 20)	35,717.00
Other	459,430.00

Expenditures by Budget Reference

Budget Reference	Amount
	255,670.00
0000: Unrestricted	7,500.00
1000-1999: Certificated Personnel Salaries	999,974.00
2000-2999: Classified Personnel Salaries	121,917.00
4000-4999: Books And Supplies	61,639.00
5800: Professional/Consulting Services And Operating Expenditures	19,650.00
6000-6999: Capital Outlay	229,396.00
7000-7439: Other Outgo	442,195.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0710 - LCFF Supplemental	197,315.00
0000: Unrestricted	0710 - LCFF Supplemental	7,500.00

1000-1999: Certificated Personnel Salaries	0710 - LCFF Supplemental	838,170.00
2000-2999: Classified Personnel Salaries	0710 - LCFF Supplemental	121,917.00
4000-4999: Books And Supplies	0710 - LCFF Supplemental	25,922.00
6000-6999: Capital Outlay	0710 - LCFF Supplemental	30,625.00
7000-7439: Other Outgo	0710 - LCFF Supplemental	26,695.00
5800: Professional/Consulting Services And Operating Expenditures	4035-NCLB:Title II Teacher Quality	19,650.00
7000-7439: Other Outgo	6010-After School Education and Safety (ASES)	375,000.00
4000-4999: Books And Supplies	6300-Lottery-Instructional Materials (Prop 20)	35,717.00
	Other	58,355.00
1000-1999: Certificated Personnel Salaries	Other	161,804.00
6000-6999: Capital Outlay	Other	198,771.00
7000-7439: Other Outgo	Other	40,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,140,256.00
Goal 2	599,818.00
Goal 3	397,867.00

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
[signature]	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:

Signature	
[signature]	Principal, Raquel Topete on 6/5/2025
[signature]	SSC Chairperson, Melisa Sanchez on 6/5/2025

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.
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.

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 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/

Updated by the California Department of Education, October 2023