School Year: **2025-26**



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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Lois E. Borchardt Elementary School | 39685850100560 | May 1, 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 Lois E. Borchardt Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

Borchardt Elementary School's plan is designed to effectively meet ESSA requirements through a comprehensive and data-informed approach aligned to the Local Control and Accountability Plan (LCAP) and state priorities. The plan is rooted in equity and student achievement, with targeted strategies to address learning gaps, especially for English Learners and students performing below grade level in ELA and mathematics.

This School Plan for Student Achievement (SPSA) outlines a multi-tiered system of supports (MTSS) that includes both academic and social-emotional interventions, professional development aligned with site needs (e.g., Science of Reading, PLCs), and expanded family engagement. Strategies include structured literacy through SIPPS, math intervention supports, data-driven instruction, a dedicated ELA intervention teacher, and investment in professional learning opportunities.

Additionally, the plan integrates key federal, state, and local funding sources to support evidence-based practices, enrichment experiences, and systemic monitoring of student outcomes. It aligns with LCAP priorities by promoting high-quality instruction, fostering a positive school climate, expanding parent involvement, and using data to inform continuous improvement.

# Educational Partner Involvement

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

**Involvement Process for the SPSA and Annual Review and Update**

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection
The process began with a self-reflection phase in January 2025, during which 38 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review
In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement
The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement
Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

# 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.

Based on a comprehensive review of Dashboard and local data, including our recent Comprehensive Needs Assessment conducted in partnership with WestEd in February 2025, Lois E. Borchardt Elementary School has identified several areas requiring significant
improvement.

Academic Achievement
The Smarter Balanced Assessment data from 2022-2024 reveals persistent challenges in both English Language Arts (ELA) and Mathematics:
*   Only 33.5% of all students met or exceeded standards in ELA in 2022-23, with minimal improvement in 2023-24
*   Mathematics performance is slightly lower, with 30.7% of students meeting or exceeding standards in 2022-23, and 30.0% in 2023-24
*   Grade 4 demonstrates particular challenges, especially in mathematics, with only 22.2% of students meeting or exceeding standards
*   The Four Domains CALL survey indicates inconsistencies in addressing alignment gaps between standards, curriculum, and assessments (Item 3.2.60)

Significant Performance Gaps for English Learners
The data reveals substantial achievement gaps for English Learners compared to the overall student population:
*   In 2022-23, only 11.7% of EL students met or exceeded standards in ELA (compared to 33.5% overall)
*   In mathematics for 2022-23, only 15.1% of EL students met or exceeded standards (compared to 30.7% overall)
*   This gap persisted in 2023-24, with EL performance declining to just 8.3% meeting or exceeding standards in ELA

Clear Communication of School Improvement Goals
The Comprehensive Needs Assessment highlighted significant challenges regarding the communication and awareness of school improvement goals:
*   53% of staff reported being unaware of the goals outlined in the school's Action Plan or School Improvement Plan
*   Teachers in focus groups acknowledged understanding grade-level goals but lacked clarity on broader school improvement
priorities
*   Parents expressed a desire for more information on specific school improvement initiatives? School leadership rated itself as "adequate" in monitoring goals but noted time constraints as a challenge in creating
collaboration opportunities

Based on a review of the California School Dashboard and local data, the following areas have been identified as needing significant improvement:

Academic Achievement:

Both English Language Arts (ELA) and Mathematics are in the Orange performance category, indicating low proficiency rates across student groups.

Particularly concerning is Grade 4, where a significant number of students are performing at the "Standard Not Met" level.

English Learner Progress is also in the Orange category, revealing persistent achievement gaps that require targeted instructional support.

There is a need for alignment between standards, curriculum, and assessments, and for greater clarity among staff regarding schoolwide instructional goals.

Chronic Absenteeism:
The indicator is in the Yellow category, signaling that while not the lowest tier, chronic absenteeism still remains a concern, especially for at-risk groups.

Suspension Rate:
Also in the Orange category, indicating that exclusionary discipline practices remain prevalent. This impacts school climate and may disproportionately affect certain student groups, such as students with disabilities or students of color.

Steps Taken to Address These Areas

Instructional Supports and Alignment:
Teachers are receiving professional development in data-driven instruction, formative assessment practices, and instructional clarity aligned with California content standards.
Data Conferences used to review student work, align instructional strategies, and monitor progress.

Targeted Interventions:
Intervention supports have been increased in ELA and Math, with Tier 2 and Tier 3 supports in place.

English Learners receive differentiated instruction and language development strategies embedded into core content areas.

Behavior and Engagement Strategies:
Implementation of Positive Behavioral Interventions and Supports (PBIS) to reduce suspensions and improve school climate.
Increased attention to attendance interventions through family engagement, home visits, and support services for chronically absent students.

Staff Collaboration and Goal Clarity:
School leadership has increased transparency and collaboration around instructional priorities and goals.
Ongoing professional development has emphasized the importance of teacher clarity, learning intentions, and success criteria to ensure students understand what they are learning and why.

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.

Referring to the California School Dashboard data:

Suspension Rate:
All Students: Orange
Students with Disabilities: Red (1 level below)
Hispanic Students: Red (1 level below)
White Students: Red (1 level below)

Chronic Absenteeism:
All Students: Yellow
Students with Disabilities: Orange (1 level below)
Two or More Races: Orange (1 level below)
Hispanic Students: Orange (1 level below)
(No group is 2 levels below here)

Mathematics:
All Students: Orange

English Learners: Yellow (1 level below)
No student group is 2 levels below here.

English Language Arts:
All Students: Orange
No student group is 2 levels below.

The only indicator with a two-level gap between any student group and the "All Students" group is the Suspension Rate, where Students with Disabilities, Hispanic students, and White students are all performing in the Red category, two levels below the Orange performance of all students.

# 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.

**Academic Growth and Achievement**
Our goal is to create a comprehensive academic program that drives achievement in both English Language Arts and Mathematics through strategic implementation of standards-based instruction, cross-grade articulation, and targeted interventions. Teachers will collaborate to design lessons with clear learning intentions, implement visible learning strategies, and use data to ensure all students receive the support they need to show measurable growth in ELA and math outcomes.

## LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #1- All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.
LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

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

Based on our review of the California School Dashboard and local assessment data, Borchardt Elementary has identified English Language Arts (ELA) and Mathematics as areas requiring significant improvement. Overall proficiency in ELA declined from 33.49% in 2022–23 to just 30% in 2023–24. In the same time frame, the percentage of students scoring at "Standard Not Met" increased from 40.14% to 43.41%, with fewer students reaching the highest performance level.

Performance gaps are especially pronounced for English Learners (ELs). Only 8.26% of EL students met or exceeded standards in ELA in 2023–24, a decline from 11.67% the previous year. Alarmingly, 67.89% of EL students scored at "Standard Not Met," with Grade 4 EL students experiencing the steepest decline—83.87% of them scored at the lowest performance level.

In Mathematics, while overall proficiency remained relatively flat at 30%, EL student performance continues to lag significantly behind. In 2023–24, only 14.68% of EL students met or exceeded standards, and over 60% scored at "Standard Not Met." Grade-level analysis revealed that Grade 4 is a consistent area of concern across subjects, with only 3.23% of Grade 4 EL students meeting standards in math and 22.23% of all Grade 4 students doing so.

In response, the school is implementing a multi-tiered system of supports (MTSS) that includes targeted small group intervention, use of SIPPS for structured literacy instruction, data-driven PLCs, expanded after-school tutoring, and increased access to high-quality professional development for staff. Additional focus will be placed on supporting EL students through dedicated ELD strategies and materials, classroom coaching, and progress monitoring systems.

Overall ELA Performance Trends (2022-23 to 2023-24)
The comparison between years:
* Overall proficiency declined: In 2023-24, only 30% of students met or exceeded standards (combined Levels 3 and 4), compared to 33.49% in 2022-23
* More students at lowest level: The percentage of students scoring "Standard Not Met" (Level 1) increased from 40.14% in 2022-23 to 43.41% in 2023-24
* Fewer students at highest level: The percentage of students exceeding standards dropped from 12.39% to approximately 12.20%

ELA: English Learner Achievement Gap Widening
* The performance gap for English Learners (EL) significantly worsened in 2023-24:
* In 2022-23, 55% of EL students scored at "Standard Not Met" (Level 1)
* In 2023-24, this increased dramatically to 67.89% at "Standard Not Met"
* The percentage of EL students meeting or exceeding standards decreased from 11.67% to just 8.26%
* Grade 4 EL students showed the most alarming decline, with 83.87% scoring at "Standard Not Met" in 2023-24

ELA: Grade-Level Performance Concerns
* The 2023-24 data shows problematic patterns across grade levels:
* Grade 4 regression: Performance in Grade 4 declined significantly, with 83.87% of EL students scoring at "Standard Not Met"
* Inconsistent growth: While the mean scale scores generally increased from Grade 3 to Grade 6, the percentage of students meeting standards did not show corresponding improvement
* Persistent gaps: Even in Grade 6, where mean scale scores were highest, 60.87% of EL students still scored at "Standard Not Met"

Overall Math Performance Trends
* Slight improvement overall: The percentage of students meeting or exceeding standards increased from 30.72% in 2022-23 to 30.00% in 2023-24
* Decreased "Standard Not Met": The percentage of students scoring at Level 1 ("Standard Not Met") decreased from 42.73% in 2022-23 to 43.41% in 2023-24
* Increased "Standard Exceeded": The percentage of students achieving Level 4 ("Standard Exceeded") increased from 9.70% in 2022-23 to 12.20% in 2023-24
* Mean scale scores: There was modest improvement in mean scale scores across grade levels from 2022-23 to 2023-24

Math: English Learner Performance
The performance gap for English Learners (EL) in mathematics remains substantial:
* High underperformance rate: In 2023-24, 60.55% of EL students scored at "Standard Not Met" (Level 1)
* Limited proficiency: Only 14.68% of EL students met or exceeded standards (Levels 3 and 4 combined) in 2023-24
* Mixed year-over-year results: Compared to 2022-23 (where 63.03% scored at "Standard Not Met"), there was a slight improvement, but the gap remains significant

Math: Grade-Level Analysis
The 2023-24 data shows varying patterns across grade levels:
* Grade 3 strength: Grade 3 showed the strongest performance with 35.85% meeting or exceeding standards
* Grade 4 challenge: Grade 4 had the lowest performance with only 22.23% meeting or exceeding standards
* Grade 6 improvement: Grade 6 showed notable improvement with 34.05% meeting or exceeding standards in 2023-24, compared to lower rates in 2022-23
* Scale score progression: Mean scale scores increased progressively from Grade 3 (2401.9) to Grade 6 (2500.3), suggesting cumulative learning despite proficiency challenges

Math: Student Group Comparisons
The data highlights significant performance gaps between student groups:
* EL vs. non-EL gap: In 2023-24, only 14.68% of EL students met or exceeded standards, compared to 30.00% of all students
* Grade-level disparities for ELs: Grade 3 EL students performed better than other EL grade levels, with 31.43% meeting or exceeding standards
* Grade 4 EL concern: Only 3.23% of Grade 4 EL students met standards, with 77.42% scoring at "Standard Not Met"
* Grade 6 improvement: While overall Grade 6 performance improved, EL students in Grade 6 continued to struggle, with 60.87% scoring at "Standard Not Met"

# 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 |
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| | | |
| K-2 DIBELS Assessment | During the 2024-2025 school year, 50.76% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br><br>During the 2024-2025 school year, 42.48% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. | During the 2025–2026 school year, 60% of Kindergarten–2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br><br>During the 2025–2026 school year, 52% of Kindergarten–2nd grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment. |
| California Dashboard: ELA | All Students were orange on the 2024 California Dashboard. This was 43.2 points below standard.<br><br>English Learners were orange on the 2024 California Dashboard. This was 57 points below standard. | All Students will perform Yellow and at/above 40.2 points below standard on the 2025 California Dashboard.<br><br>English Learner Students will perform Orange and -54.0 points below standard on the 2025 California Dashboard. |
| 3rd-6th Grade CAASPP English Language Arts | During the 2023-2024 school year, 33.25% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.<br><br>During the 2023-2024 school year, 8.26 % of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA. | During the 2024–2025 school year, 42% of 3rd–6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.<br><br>During the 2024–2025 school year, 18% of 3rd–6th grade English Learner students will meet or exceed standards on CAASPP/SBAC Assessments in ELA. |

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| 2nd-6th iReady MOY ELA Assessment | During the 2024-2025 school year, 29.3% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.<br><br>During the 2024-2025 school year, 6.92% of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. | During the 2025-2026 school year, 40.0% of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.<br><br>During the 2025-2026 school year, 18% of 2nd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA. |
| 3rd-6th Grade CAASPP Mathematics | During the 2023-2024 school year, 30.0% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.<br><br>During the 2023-2024 school year, 14.68% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics. | During the 2024–2025 school year, 38% of 3rd–6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics.<br><br>During the 2024–2025 school year, 22% of 3rd–6th grade English Learner students will meet or exceed standards on CAASPP/SBAC Assessments in Mathematics. |
| K-6 iReady MOY Mathematics Assessment | During the 2024-2025 school year, 25.96% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.<br><br>During the 2024-2025 school year, 8.0 % of 2nd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. | During the 2025–2026 school year, 35% of 2nd–6th grade students will perform at or above grade level on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.<br><br>During the 2025–2026 school year, 18% of 2nd–6th grade English Learner students will perform at or above grade level on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. |
| California Dashboard: Mathematics | All Students were orange on the 2024 California Dashboard for Mathematics. This was 51.5 points below standard.<br><br>English Learners were yellow on the 2024 California Dashboard for Mathematics.  This was 61.0  points below standard. | All Students will perform in the yellow and at 48.1 points below standard on the 2025 California Dashboard for Mathematics.<br><br>English Learners will perform yellow and at 58 points below standard on the the 2025 California Dashboard for Mathematics. |
| 5th Grade California Science Test CAST | During the 2023-2024 school year, 27.5% of 5th grade students met or exceeded standards on CAST Assessment in Science.<br><br>During the 2023-2024 school year, 21.7% of | During the 2024–2025 school year, 35% of 5th grade students will meet or exceed standards on the CAST Assessment in Science.<br><br>During the 2024–2025 school year, 25% of 5th grade English Learner students will meet or exceed standards on the CAST Assessment in Science. |

| | 5th grade English Learner students met or exceeded standards on CAST Assessment in Science. | |
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| California Dashboard: Science | All Students: No Performance Color in 2024<br><br>This was 17.1 points below standard.<br><br>English Learners: No Performance Color in 2024.<br><br>This was 5.1 points above/below standard. | All Students will perform Yellow and at/above -7.0 points below standard on the 2025 California Dashboard for Science<br><br>English Learners will perform Yellow and at/above +3.0 points above standard on the 2025 California Dashboard for Science. |
| California Dashboard: English Learner Progress Indicator | 46.3 % (Orange) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. | 48.3% (Green) will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard. |

## Strategies/Activities

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

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| 1.1 | District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.<br><br>Modeling Lessons and Small Group Instruction:<br>* Available to model or co-teach SIPPS or Amplify lessons.<br>* Support teachers in delivering effective lessons.<br>* Provide flexible, short-term small group instruction<br><br>Collaboration/Scheduling/Planning:<br>* Work with site administrators to give input on professional development based on needs.<br>* Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.<br>* Maintain consistent communication and interaction with administrators.<br><br>Assessment Support:<br>* Assist in DIBELS and SIPPS testing as needed.<br>* Progress monitors own intervention students every 3 to 6 weeks.<br>* Provide assistance to teachers with testing | All Students | $0<br>Central Title I<br>1900 Other Cert Salaries<br>District Funded ELA TOSA |

| 1.2 | Site-Based ELA Intervention Teacher<br><br>Role Overview:<br>Supports the K-6 District Literacy Initiative in collaboration with ELA TOSAs.<br><br>Student Support:<br>Provide targeted literacy assistance to K-6 students in areas such as reading and writing.<br><br>Collaboration with ELA TOSAs:<br>Align intervention efforts with district literacy initiatives.<br>Work with ELA TOSAs to develop and implement effective literacy interventions based on district goals and expertise.<br><br>Data Analysis and Progress Monitoring:<br>Use data to identify students in need of literacy support and monitor their progress.<br>Share progress data with ELA TOSAs to inform instructional planning and adjust interventions.<br><br>Professional Development:<br>Participate in district-provided professional development to enhance literacy instruction.<br>Collaborate with TOSAs to implement best practices in literacy instruction and intervention. | All Students | $44,143<br>Title I<br>1900 Other Cert Salaries<br>.5 Intervention Teacher<br>$16,861<br>Title I<br>3000 Benefits<br>.5 Intervention Teacher Benefits |
| :---: | :--- | :--- | :--- |
| 1.3 | MTSS Data Conferences and Analysis<br><br>Provide teacher release time to analyze universal screener, state, and local data to identify trends, inform instruction, and plan targeted interventions. Teachers will collaborate to apply best practices, tailor instruction to student needs, and monitor progress using data collection sheets. Conferences will include specialists (e.g., speech, resource, intervention, counselor) to support a tiered, whole-child approach. Release time will also support 1:1 DIBELS assessment implementation and evaluation of intervention effectiveness.<br><br>25 teachers x 2 days | All Students | $10,000<br>Title I<br>1150 Teacher Sub<br>Certificated Subs<br>$2,498<br>Title I<br>3000 Benefits<br>Certificated Sub Benefits |
| 1.4 | Afterschool ELA and Math Interventions<br><br>Fund afterschool intervention programs in ELA and math led by credentialed teachers and supported by trained paraprofessionals. The interventions will provide targeted instruction aligned with student needs as identified through formative and summative assessments (e.g., DIBELS, i-Ready, CAASPP). Sessions will occur 2–3 times per week and focus on foundational skills, reteaching essential standards, and providing additional practice through research-based instructional strategies.<br><br>As part of the MTSS structure, the school will launch an after-school tutoring program targeting | All Students | $5,000<br>Title I<br>1120 Teacher Temp<br>Teacher Time Cards for After-School Interventions<br>$1,249<br>Title I<br>3000 Benefits<br>Benefits for Teacher Time Cards for After-School Interventions |

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| | students not demonstrating adequate growth on benchmark or classroom assessments. Instructional focus will be based on identified needs in ELA and/or Math.<br><br>Classified paraprofessionals and credentialed staff will be compensated to lead small group instruction during after-school hours, using research-based materials and real-time assessment data. Materials and supplies needed to support academic interventions and tutoring instruction, including but not limited to curriculum-aligned resources, student practice tools, data tracking systems, and other instructional supports. | | |
| **1.5** | Supplemental Instructional Materials and Professional Development for English Learners<br><br>Purchase supplemental instructional materials to support English Learners (ELs) in ELA and math. Materials may include vocabulary tools, sentence frames, graphic organizers, translated resources, bilingual dictionaries, leveled readers, visual aids, and culturally relevant texts. In addition, provide professional development for teachers and paraprofessionals on how to effectively integrate these materials into daily instruction, including designated and integrated ELD. | English Learners | $50,000<br>Title I<br>4300 Materials<br>TCM Language Power Kits<br>$22,000<br>Title I<br>5800 Prof and Operating/Consultants<br>Professional Development from TCM<br>$4,000<br>Title I<br>1150 Teacher Sub<br>Certificated Subs for Language Power Training<br>$1,000<br>Title I<br>3000 Benefits<br>Benefits for Certificated Subs for Language Power Training |
| **1.6** | Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs<br><br>Implement ongoing professional development focused on Visible Learning to strengthen classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.<br><br>Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines.Observation protocols will include targeted look-fors in literacy strategies, mathematical reasoning, and science discourse. | All Students | $10,000<br>Title I<br>1150 Teacher Sub<br>Certificated Subs for VL<br>$2,496<br>Title I<br>3000 Benefits<br>Benefits for Certificated Subs for VL<br>$1,500<br>Title I<br>1120 Teacher Temp<br>Certificated Time Cards for VL<br>$375<br>Title I<br>3000 Benefits<br>Benefits for Certificated Time Cards for VL |

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| | Structured reflection and feedback sessions will follow each observation. | | |
| 1.7 | Supplemental Supplies, Copies, Technology Licenses and AVID Materials to Support Core Instruction<br><br>Strengthen instruction in ELA, Math, and Science by providing supplemental materials and resources that support core academic content, reinforce AVID strategies, and promote implementation of Visible Learning practices such as clarity of learning intentions, success criteria, and student ownership of learning. | All Students | $600<br>Title I<br>5715 Print Shop<br>Copies<br>$11,500<br>Title I<br>5875 Technology Licenses<br>Flocabulary, Scholastic, STEAM Subscriptions |
| 1.8 | Technology and Makerspace Materials to Support Student Engagement and STEAM Integration<br><br>Improve student engagement and academic achievement in core subjects by integrating technology and STEAM-focused hands-on learning experiences that foster creativity, problem-solving, and real-world application. | All Students | $11,189<br>Title I<br>4475 Technology ($500-$9,999)<br>coding kits, robotics, circuits, 3D design tools, engineering challenges |
| 1.9 | Attend Conferences and Professional Development to Strengthen MTSS Framework: Enhance student achievement and well-being by building staff capacity to implement a Multi-Tiered System of Supports (MTSS) that addresses academic, behavioral, and social-emotional needs through evidence-based practices.<br><br>Support staff attendance at conferences and professional development opportunities aligned with the school's MTSS framework. This includes training focused on academic intervention strategies, positive behavioral supports, social-emotional learning, Professional Learning Communities (PLCs), and high-impact instructional practices such as Visible Learning. Participation in these learning experiences will deepen staff understanding of data-driven decision-making, instructional clarity, tiered interventions, and inclusive practices that support all students.<br><br>Expectations will be established for participants to share their learning via PLCs, staff meetings, or coaching cycles. | All Students | $13,426<br>Title I<br>5220 Conference<br>Support staff attendance at conferences |

# Annual Review

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

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| K-2 DIBELS Assessment | During the 2024-2025 school year, 69% (goal 5% increase) of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br>Grade K- 64%<br>Grade 1- 69%<br>Grade 2- 75% | During the 2024-2025 school year, 50.76% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.<br>Grade K- 35.71%<br>Grade 1- 58.14%<br>Grade 2- 57.61% |
| California Dashboard: ELA | The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 points towards standard.The performance color for the ALL student group will move from Orange to Yellow. | All Students performed orange on the 2024 California Dashboard, which was 43.2 points from standard. |
| 2nd-6th iReady MOY ELA Assessment | During the 2024-2025 school year, 31% (goal 5% increase) of 2nd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.<br>Grade 2- 5%<br>Grade 3- 43%<br>Grade 4- 30%<br>Grade 5- 38%<br>Grade 6- 41% | During the 2024-2025 school year, % of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.<br>Grade 2- 14.29%<br>Grade 3- 46.34%<br>Grade 4- 18.1%<br>Grade 5- 24.56%<br>Grade 6- 26.53% |
| 3rd-6th Grade CAASPP English Language Arts | During the 2023-2024 school year, 36% of (goal 5% increase) 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.<br>Grade 3- 32%<br>Grade 4- 38%<br>Grade 5- 38%<br>Grade 6- 37% | During the 2023-2024 school year, % of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.<br>Grade 3- 28.97%<br>Grade 4- 25.93%<br>Grade 5- 43.69%<br>Grade 6- 35.11% |
| 2-6 MOY STAR Scale Score | During the 2024-2025 school year, 41% of 2nd-6th grade students will score proficient on the Middle of the Year STAR Scale Score (increase of 5%).<br>Grade 2- 39%<br>Grade 3- 35%<br>Grade 4- 30%<br>Grade 5- 53%<br>Grade 6- 46% | During the 2024-2025 school year, 51% of 2nd-6th grade students scored proficient on the Middle of the Year STAR Scale Score.<br>Grade 2- 50%<br>Grade 3- 52%<br>Grade 4- 43%<br>Grade 5- 57%<br>Grade 6- 51% |
| CA Dashboard: Mathematics | The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 5 | The ALL student group demonstrated on the 2024 CA Dashboard report maintained towards standard. The |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| | points towards standard. The performance color for the ALL student group will move from Orange to Yellow. | performance color for the ALL student group went from Orange to Orange. |
| K-6th iReady MOY Mathematics Assessment | During the 2024-25 school year, 30% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Math. Grade K-37% Grade 1- 21% Grade 2- 27% Grade 3- 21% Grade 4- 25% Grade 5- 37% Grade 6- 44% | During the 2024-2025 school year, % of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics. Grade 1- 15.12% Grade 2- 12.11% Grade 3 27.42% Grade 4- 17.76% Grade 5- 23.89% Grade 6- 35.35% |
| 3rd- 6th Grade CAASPP Mathematics | During the 2023-24 school year, 37% of 3rd-6th grade students will meet or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 33% Grade 4- 35% Grade 5- 57% Grade 6- 23% | During the 2023-2024 school year, % of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in Mathematics. Grade 3- 35.85% Grade 4- 22.23% Grade 5- 28.44% Grade 6- 34.05% |
| CA Dashboard: English Learner Progress Indicator | 57.2% will be making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard. | 46.3% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. |
| Professional Development Trainings, Meetings, and PLCs | 95% of Certificated Staff will attend all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets | 95% of Certificated Staff attended all PD, Meetings, and PLCs throughout the calendared work year as determined by sign in sheets |

# Analysis

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

The overall implementation of the strategies and activities to achieve the articulated goal was comprehensive and targeted. Teachers participated in professional development sessions focused on supporting English Learners through the supplemental Language Power curriculum. Additionally, they received training on the i-Ready program to enhance mathematics instruction and attended foundational math skills workshops facilitated by the County Office of Education. To ensure data-driven instruction, teachers also participated in two academic conferences during the year, where they analyzed student progress in ELA, Math, ELD, and SEL. These activities contributed to a focused and collaborative effort to improve student outcomes, although several metrics indicate that further growth is still needed across key academic indicators.

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

Funds were originally allocated for academic assemblies and study trips; however, due to a change in administration and a shifted focus on strengthening ELD implementation, those funds were reallocated. Additional resources were directed toward teacher-created materials to ensure that all teachers supporting English Learners had the necessary tools to effectively implement the supplemental ELD program. This shift in focus was in response to a decline in the percentage of English Learners making progress toward proficiency, further underscoring the need to prioritize support for this student group.

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.

In response to our students not making progress at an accelerated rate, we will implement afterschool intervention programs in ELA and math. These interventions will be led by credentialed teachers and supported by trained paraprofessionals. Instruction will be targeted based on student needs identified through both formative and summative assessments (e.g., DIBELS, i-Ready, CAASPP). Sessions will occur 2–3 times per week and focus on foundational skills, reteaching essential standards, and providing additional practice using research-based instructional strategies. These changes are reflected in the updated goals, metrics, and action steps within the SPSA.  A focused effort will be placed on K–2 reading intervention, with students grouped by skill level (platooning) to ensure instruction is targeted and responsive to their specific needs. These updates are reflected in the revised goals, metrics, and action steps within the SPSA.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

**Social-Emotional Behavioral**
Create a supportive and consistent schoolwide environment that nurtures social-emotional learning, promotes positive behavior, and reduces chronic absenteeism through a combination of PBIS, SEL instruction, mental health support, and a tiered attendance system.

## LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Chronic absenteeism was 23.9% in 2023–24 (CA Dashboard), well above the state average. Suspension rates also exceeded state thresholds at 4.6%. PBIS implementation is in progress but needs strengthening through consistent tiered supports, SEL integration, and more structured data systems for both behavior and attendance.

The implementation of strategies to address suspension rates showed mixed effectiveness. While the school successfully exited ATSI status due to a significant reduction in suspension rates for students identified as Two or More Races—from 7.8% to 4.3%—resulting in a move from Red to Yellow on the CA Dashboard, suspension rates for Students with Disabilities (SWD) increased by 2.1%, reaching 10.3%, and remaining in the Red. This suggests that while some interventions were effective for specific student groups, additional targeted supports and behavior interventions are still needed to better support the SWD population.

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
|  |  |  |
| CA Dashboard - Chronic Absenteeism | 2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is yellow, which is a decrease of 5.7%. | 2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be Green, which is a decrease of 13.9% |
| CA Dashboard - Suspension Rate | 2024 CA Dashboard Suspension Indicator: ALL Student Group is Orange, which is an increase/decrease of 4.6% | 2025 CA Dashboard Suspension Indicator: ALL Student Group will be Yellow, which is a decrease of 1%. |
| Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity | 2024-2025Local Data: Tier 1 TFI Score 33.3% | 2025-2026 Local Data: Tier 1 TFI Score 85% |
| PBIS Recognition | No Data | Bronze for the 2025-2026 School Year |

| | | | |
|---|---|---|---|
| Panorama Survey | Positive Feelings:<br>3rd: 76%<br>4th: 66%<br>5th: 61% | Goals for Positive Feelings:<br>3rd: 80%<br>4th: 75%<br>5tth: 70% | |

## Strategies/Activities

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

| Strategy/<br>Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| 2.1 | Targeted Professional Development and PBIS Implementation<br><br>Facilitate 4 days of PBIS training for all teachers to strengthen implementation of positive behavior systems and support student SEL.<br>Provide SWIS (School-Wide Information System) training for key staff to ensure effective use of behavior data in decision-making.<br>Purchase and implement the SWIS program to monitor behavior trends, track interventions, and inform adjustments to schoolwide systems.<br>Align training with existing site systems to build consistency, reinforce expectations, and reduce suspensions and behavior incidents.<br>Training will also focus on integrating wraparound supports for students, ensuring behavioral, emotional, and academic needs are addressed in a coordinated and responsive way.<br>• Develop clear behavioral guidelines for all school spaces<br>• Ensure staff buy-in through collaborative development<br>• Create visual displays of expectations throughout campus<br>• Teachers will be paid to meet and collaborate to implement these initiatives<br><br>Teacher additional Compensation 10 teachers x $47/ hour x 20 hours = $9,400 (1100)<br>Substitutes to release teachers for training $9000 | All Students; SWD | $10,000<br>Title I<br>5800 Prof and Operating/Consultants<br>PBIS Training<br>$6,000<br>Title I<br>1150 Teacher Sub<br>Certiicated Subs for PBIS Team Training<br>$1,499<br>Title I<br>3000 Benefits<br>Benefits for Certiicated Subs for PBIS Team Training |
| 2.2 | Attendance Team and Tiered Attendance Supports<br><br>Implement a proactive attendance support system including:<br>• Weekly Attendance Committee meetings (admin, liaison, counselor, teacher reps)<br>• Tiered support for students with attendance concerns (calls, meetings, plans, incentives)<br>• Parent communication and attendance contracts<br>• Incentives for improved attendance (class competitions, student recognition, certificates) | All Students; SWD | |

# 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| CA Dashboard - Chronic Absenteeism | ALL Student Group will remain Yellow by increasing by 3 points. If Borchardt stays the same or decreases points, we will go to Red. | Yellow - Which is a decrease of 5.7 %. |
| CA Dashboard - Suspension Rate | ALL Student Group will move to Green, Which is an increase/decrease of .3 points | Orange - Which is an increase of 1.9%. |
| Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity | 2024-2025 Local Data:<br>Tier 1 TFI Score 95%<br>Tier 2 TIF Score 100%<br>Tier 3 TIF Score 100% | 2024-2025 Local Data:<br>Tier 1 TFI Score 33 %<br>Tier 2 TIF Score % N/A<br>Tier 3 TIF Score % N/A |
| PBIS Recognition | Continued Platinum for the 2024-2025 School Year | N/A for the 2024-2025 School Year |

# Analysis

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

Under new site leadership in 2024–25, Borchardt Elementary shifted its focus in around SEL from last year's emphasis on academic-aligned assemblies to a broader and more intentional effort to rebuild school culture, strengthen climate, and create foundational systems for behavior and attendance. While curriculum-based assemblies did not occur as originally planned, the school prioritized Tier I PBIS implementation, student emotional safety, and clearer expectations across campus.

The PBIS Team met monthly to revise the school's behavior handbook and proactively reinforce expectations through three major assemblies held at the start of the year and after long breaks. These assemblies helped reset routines and ensure consistency schoolwide.

Another key implementation success was the creation of a weekly Attendance Team that used data to monitor trends, support students facing chronic absenteeism, and celebrate positive progress. This team established a tiered support system and began integrating incentives, parent communication, and classroom competitions to improve schoolwide attendance.

Together, these strategies built the groundwork for stronger behavior systems and more meaningful support for students' social-emotional needs, setting the stage for further development in 2025–26.

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

There were several key differences from last year's plan. In 2023–24, the primary strategy was to use assemblies to support the school's academic curriculum and cultural themes. However, due to the change in administration, that plan shifted toward reestablishing foundational PBIS practices and strengthening school climate. As a result, the originally intended assemblies were replaced by climate-focused presentations and behavior expectation rollouts.

Additionally, no budget was allocated to this goal last year, whereas this year's plan includes clear expenditures to support professional development (PBIS training), SWIS behavior tracking software, student recognition materials, educational assemblies, and attendance-based incentives. These new investments reflect a deeper, systems-level approach to behavior and SEL.

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 a result of this year's analysis and implementation experience, Goal 2 has been significantly expanded and restructured for 2025–26. One of the biggest changes is the creation of a dedicated Attendance Team, which meets weekly and implements tiered supports and incentives to reduce chronic absenteeism and promote daily attendance. This represents a new and ongoing strategy reflected in Goal 2, Strategy #3 of the SPSA.

Additional new strategies include schoolwide educational assemblies focused on behavior and belonging (Strategy #2) and a comprehensive PBIS and SEL implementation plan (Strategy #1) that includes training, team collaboration, and recognition systems. The annual outcomes and metrics for this goal now include chronic absenteeism, average daily attendance, suspensions, and Panorama SEL survey data to reflect this more holistic and data-driven approach.

# 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.

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

## LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

There is a need to strengthen parent engagement and participation in school events and volunteer opportunities. While parents express interest in supporting the school, there is currently no formal system to match parent expertise with campus needs, nor consistent recognition practices to sustain involvement. Additionally, clearer communication and expectations around volunteering and academic support are necessary to increase meaningful and sustained parent participation.

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
|  |  |  |
| Number of distinct types of family events offered annually; Academic, Cultural/Diversity, School Climate & Culture, Leadership | Academic: 3 (Bingo for Books, Open House, Back to School Night) Cultural/ Diversity: 1 (Winter Wonderland) Climate and Culture: 3 (Color Run, Dance, Movie Nights) Leadership: 3 (PTO, SSC, ELAC) | Academic: 4 Cultural/ Diversity: 3 Climate and Culture: 4 Leadership: 3 |
| Number of active PTO members | 8 active PTO members | 15 active PTO members |
| Parent Teacher Conferences; Parent/ Family attendance | 95.5% Parent Teacher Conferences; Parent/ Family attendance | 98% Parent Teacher Conferences; Parent/ Family attendance |

## 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 | Expand School-Community Events to Promote Engagement and Belonging: Strengthen school- |  | $1,000 Title I: Parent Involvement |

| | | | |
|---|---|---|---|
| | family-community partnerships and promote a positive, inclusive school culture by coordinating academic, cultural, and community-building events that increase student and family engagement.<br><br>Coordinate and host a wide range of school-community events designed to support academic enrichment, cultural appreciation, family bonding, and stakeholder involvement. Events will be accessible, inclusive, and aligned with the school's goals for improving student outcomes and building a strong school climate. Title I funds will support planning, materials, supplies, and outreach for the following types of events: | | 4300 Materials<br>Materials to Support Family Events<br>$800<br>Title I: Parent Involvement<br>4325 Food For Meetings<br>Light Refreshments for Parent Meetings<br>$1,000<br>Title I: Parent Involvement<br>2120 Para Temp<br>Bilingual and Para Support for Family Events/Meetings<br>$395<br>Title I: Parent Involvement<br>3000 Benefits<br>Benefits for Bilingual and Para Support for Family Events/Meetings |
| 3.2 | Fingerprinting and Volunteer Access Support<br><br>Provide on-campus fingerprinting services throughout the year to remove barriers for parent volunteers. Promote the program through targeted outreach during school events and newsletters. Develop a simple, step-by-step infographic for parents outlining the process and requirements for volunteering. | All Students | $1,051<br>Title I: Parent Involvement<br>5800 Prof and Operating/Consultants<br>LiveScan for Parent Volunteers |
| 3.3 | Implement the Latino Literacy Project to Support Family Literacy Development: Increase family engagement in early literacy and support English Learner families through culturally responsive programming that builds parents' capacity to support reading and language development at home.<br><br>Implement the Latino Literacy Project, a bilingual parent education program designed to foster home-school partnerships and promote a culture of reading at home. The program will include a series of structured sessions offered in both English and Spanish. Parents will participate in guided discussions, literacy activities, and receive bilingual take-home books to read with their children. Sessions will be led by trained facilitators and supported by bilingual staff to ensure accessibility and cultural relevance. | All Students | $500<br>Title I: Parent Involvement<br>1120 Teacher Temp<br>Certificated Time Card for Latino Literacy Project<br>$125<br>Title I: Parent Involvement<br>3000 Benefits<br>Benefits for Certificated Card for Latino Literacy Project<br>$500<br>Title I: Parent Involvement<br>4200 Books<br>Books to Support the Latino Literacy Project<br>$240<br>Title I: Parent Involvement<br>2120 Para Temp<br>Para Time Card for Latino Literacy Project<br>$95<br>Title I: Parent Involvement<br>3000 Benefits<br>Benefits for Para Time Card for Latino Literacy Project |
| 3.4 | Develop a parent expertise inventory system<br>• Create a spreadsheet documenting parent skills, expertise, and availability<br>• Match parent talents with school needs throughout the year | All Students | $0<br>LCFF<br><br>Communitiy Liaison |

| | • Community Liaison to assist in compiling information<br>• Establish a process to regularly update the database<br><br>Implement a recognition program for parent volunteers<br>• Develop a tiered recognition system based on volunteer hours<br>• Host quarterly appreciation events for parent volunteers; certificates, recognition, refreshment, banners<br>• Feature volunteer spotlights in school communications | | |
|---|---|---|---|

# 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Back to School Night parent/family attendance | 60% (increase by 5%) | 60% Back to School Night parent/family attendance |
| Parent Teacher Conferences parent/family attendance | 98% (increase by 5%) | 98% Parent Teacher Conferences parent/family attendance |
| ELAC parent/family attendance | 8% (increase by 5%) | 8% ELAC parent/family attendance |

# Analysis

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

During the 2024–25 school year, Borchardt Elementary made significant progress in increasing family engagement through a combination of structured events, targeted outreach, and increased access for families. We successfully hosted a diverse range of school-community events, including academic (STEAM Night, Wax Museum), recreational (Movie Night, Family Dance), and cultural (Winter Wonderland, Multicultural Night) experiences. These events helped build stronger school-home connections and increased overall participation.

We also launched our Latino Literacy Project, which empowered families—especially parents of English Learners—to support reading at home through a structured, bilingual 8-week series. Feedback from participants indicated stronger confidence in supporting their children academically.

On-site fingerprinting services made volunteering more accessible, leading to a visible increase in available parent volunteers. We saw growth in PTO membership, high parent-teacher conference attendance, and more diverse family involvement, reflecting the effectiveness of our multi-pronged approach to engagement.

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

Most strategies were implemented as planned, though a few expenditures required adjustments.

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.

Next year, we plan to refine our event planning process. We will continue diversifying events while also tracking attendance more systematically by event type. This will help measure reach and equity of engagement.

In response to high participation and positive feedback, the Latino Literacy Project will be expanded to include a spring session. Fingerprinting opportunities will be offered earlier in the year and during major events to increase access.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

**Additional Targeted Support and Improvement (ATSI) for 24-25**
The educational outcomes of our Student with Disabilities and Two or More Races will mirror that of the general population (All Students group on the dashboard) for Suspension Rate

Exited for the 25-26 School Year - See Analysis Below

## LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
|  |  |  |

## 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 |
|---|---|---|---|
|  |  |  |  |

# 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.

## Annual Measurable Outcomes

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| Suspension Rate | Borchardt will reduce the suspension rate for Students with Disabilities to | SWD: Increased by +2.1 to 10.3% (14/136) |

| Metric/Indicator | Expected Outcomes | Actual Outcomes |
|---|---|---|
| | 7.8% to obtain Orange as measured by the 2024 CA Dashboard. | achieveing a Performance Level Color of Red |
| | Borchardt will reduce the suspension rate for Two or More Races students to 7.5% to obtain Orange as measured by the 2024 CA Dashboard. | Multiple Races/ Two or More Decreased by -3.5 to 4.3% (2/46) achieveing a Performance Level Color of Yellow |

# Analysis

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

The implementation of strategies to address suspension rates showed mixed effectiveness. While the school successfully exited ATSI status due to a significant reduction in suspension rates for students identified as Two or More Races—from 7.8% to 4.3%—resulting in a move from Red to Yellow on the CA Dashboard, suspension rates for Students with Disabilities (SWD) increased by 2.1%, reaching 10.3%, and remaining in the Red. This suggests that while some interventions were effective for specific student groups, additional targeted supports and behavior interventions are still needed to better support the SWD population.

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

There were no major differences between the intended implementation and the budgeted expenditures to support the strategies and activities outlined in the goal. All planned resources and actions were carried out as intended.

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 a result of this analysis, Goal 2 will be revised to place greater emphasis on targeted supports for Students with Disabilities (SWD), including expanded Tier 2 and Tier 3 behavioral interventions and more consistent implementation of behavior support plans. The annual outcomes will be updated to reflect a more specific reduction target for SWD suspension rates, and metrics will include disaggregated behavior data reviews at academic and behavioral support team meetings.

# Goals, Strategies, & Proposed Expenditures

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

# Budget Summary

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

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $231,042.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $231,042.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $ |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation ($) |
|---|---|
|  |  |
| Title I | $225,336.00 |
| Title I: Parent Involvement | $5,706.00 |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | $ |

Subtotal of additional federal funds included for this school: $231,042.00

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

| State or Local Programs | Allocation ($) |
|---|---|
|  |  |
| Central Title I | $0.00 |
| LCFF | $0.00 |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | $ |

Subtotal of state or local funds included for this school: $0.00

Total of federal, state, and/or local funds for this school: $231,042.00

# 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 |
|---|---|
| Central Title I | 0.00 |
| LCFF | 0.00 |
| Title I | 225,336.00 |
| Title I: Parent Involvement | 5,706.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| | 0.00 |
| 1120 Teacher Temp | 7,000.00 |
| 1150 Teacher Sub | 30,000.00 |
| 1900 Other Cert Salaries | 44,143.00 |
| 2120 Para Temp | 1,240.00 |
| 3000 Benefits | 26,593.00 |
| 4200 Books | 500.00 |
| 4300 Materials | 51,000.00 |
| 4325 Food For Meetings | 800.00 |
| 4475 Technology ($500-$9,999) | 11,189.00 |
| 5220 Conference | 13,426.00 |
| 5715 Print Shop | 600.00 |
| 5800 Prof and Operating/Consultants | 33,051.00 |
| 5875 Technology Licenses | 11,500.00 |

# Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1900 Other Cert Salaries | Central Title I | 0.00 |
| | LCFF | 0.00 |
| 1120 Teacher Temp | Title I | 6,500.00 |
| 1150 Teacher Sub | Title I | 30,000.00 |
| 1900 Other Cert Salaries | Title I | 44,143.00 |
| 3000 Benefits | Title I | 25,978.00 |
| 4300 Materials | Title I | 50,000.00 |
| 4475 Technology ($500-$9,999) | Title I | 11,189.00 |
| 5220 Conference | Title I | 13,426.00 |
| 5715 Print Shop | Title I | 600.00 |
| 5800 Prof and Operating/Consultants | Title I | 32,000.00 |
| 5875 Technology Licenses | Title I | 11,500.00 |
| 1120 Teacher Temp | Title I: Parent Involvement | 500.00 |
| 2120 Para Temp | Title I: Parent Involvement | 1,240.00 |
| 3000 Benefits | Title I: Parent Involvement | 615.00 |
| 4200 Books | Title I: Parent Involvement | 500.00 |
| 4300 Materials | Title I: Parent Involvement | 1,000.00 |
| 4325 Food For Meetings | Title I: Parent Involvement | 800.00 |
| 5800 Prof and Operating/Consultants | Title I: Parent Involvement | 1,051.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 207,837.00 |
| Goal 2 | 17,499.00 |
| Goal 3 | 5,706.00 |

# School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

| Name of Members | Role |
|---|---|
| Brianna Carroll | Principal |
| Marissa George | Classroom Teacher |
| Amy Briggs | Classroom Teacher |
| Stephanie Grim | Classroom Teacher |
| Maria Sandoval | Classroom Teacher |
| Jeff Kihlthau | Parent or Community Member |
| Satwinder Kaur | Parent or Community Member |
| Karla Gamez | Parent or Community Member |
| Starr Baker | Other School Staff |

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

# Recommendations and Assurances

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

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

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

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

| Signature | Committee or Advisory Group Name |
|-----------|----------------------------------|
|           |                                  |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/1/25.

Attested:

| | Principal, Brianna Carroll on 5/1/2025 |
|---|---|
| | SSC Chairperson, Stephanie Grim on 5/1/2025 |