

18-19 data is highlighted:	
19-20 data is highlighted:	
20-21 data is highlighted:	
21-22 data is highlighted:	
22-23 data is highlighted:	

Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
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01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and distance learning instructional opportunities.

Explanation of Goal Development: Analysis of student performance on CAASP showed that 87.7% of students are proficient in both RLA and 84.9% of students are proficient in Math. Stakeholder focus groups showed that having students be academically proficient in reading, writing and math as well as being college or career ready were tops priorities for a majority of stakeholder groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA and metrics 4.A.2 - CAASPP Math.

1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100%	100%	100%
1.B.1: Maintain the % of students with CA State Standards aligned core curriculum to	100%	100%	100%
1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to	100%	100%	100%
2.A: Maintain the % implementation of CA State Standards for all students to	100%	91%	100%
2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to	70%	91%	85%
4.A.1: Increase the % meeting standard on CAASPP ELA to	87.7%	N/A	90%
4.A.2: Increase the % meeting standard on CAASPP Math to	84.9%	N/A	90%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) above	N/D	N/D	N/D
4.E: Maintain the % of ELs reclassified (Reclassification Rate) above	N/D	0%	ND%
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	N/D	N/D	N/D
8.A: Increase the % of students completing 2 formative local assessments to	80%	85%	90%

02: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.






Explanation of Goal Development: Analysis of data such as the Chronic Absenteeism Rate (3.0%) showed that engagement and connectedness with the school can increase. Stakeholder focus groups showed the desire to have students be college and career ready and to be more self-aware / responsible. BESD plans to improve the outcomes on the Chronic Absenteeism Rate and the Suspension Rate over the course of this plan.

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1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above	98.9%	100%	90%	
5.A: Maintain the School attendance rate above	98.2%	94.2%	96%	
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	3.0%	N/D	2.5%	
6.A: Maintain the % on Suspension rate (CA Dashboard, Status) at	0%	N/D	0%	
6.B: Maintain the % on Expulsion rate at	0%	0%	0%	
6.C.1: Maintain the # on the <i>District School Climate Survey</i> overall index rating above	82.7	81.3%	80	
6.C.2: Maintain the % of stakeholders that perceive school as safe or very safe (weighted equally by certificated staff, classified staff, students and parents) above	97.4%	94.1%	95.0%	
6.C.3: Maintain the % of stakeholders that report high connectedness with school (weighted equally by certificated staff, classified staff, students and parents) above	86.7%	83.0%	85.0%	

03: Maintain high levels of parent and community participation in and connectedness with the schools will increase.

Explanation of Goal Development: Analysis of the ESE District Parent Survey data shows that 87% of parents agree that the district seeks parent input. The district feels like this is an extremely good number. The district would like to improve the percentage of households that respond to the parent survey from the 29% that responded this year. Stakeholder focus groups showed the desire of parents to have students be better critical thinkers and effective leaders while also improving their emotionally health. While these parental desires will not translate into actions under this goal they will be found in goals 1 and 2. To this end the district will focus on increasing the % of households that respond to the

3.A.1: Maintain the % on the <i>District Parent Survey</i> agreeing that district seeks parent input (Item 24) above	87%	71.0%	85%	
3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to	29%	40%	30%	
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS (per UDS average) above	7.9	12.0	7.9	
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS (per ENS average) above	7.2	6.1	7.2	

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04: Ensure that all students receive a broad course of study including active use of technology as a learning tool.

Explanation of Goal Development: Analysis of student data showed that all students are receiving a broad course of study in areas that will prepare them to be college career ready. Stakeholder focus groups discussed their desire to have students be problem solvers, life-long learners and self aware. These traits all relate to receiving a broad course of study. BESD plans to continue to ensure that 100% of students are enrolled in required courses of study and received a broad course of study.

7.A: Maintain the % of students enrolled in required courses of study at	<u>100%</u>	<u>100%</u>	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS (per UDS average) above	<u>4.7</u>	<u>6.7</u>	4.7
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS (per ENS average) above	<u>4.8</u>	<u>3.8</u>	4.8