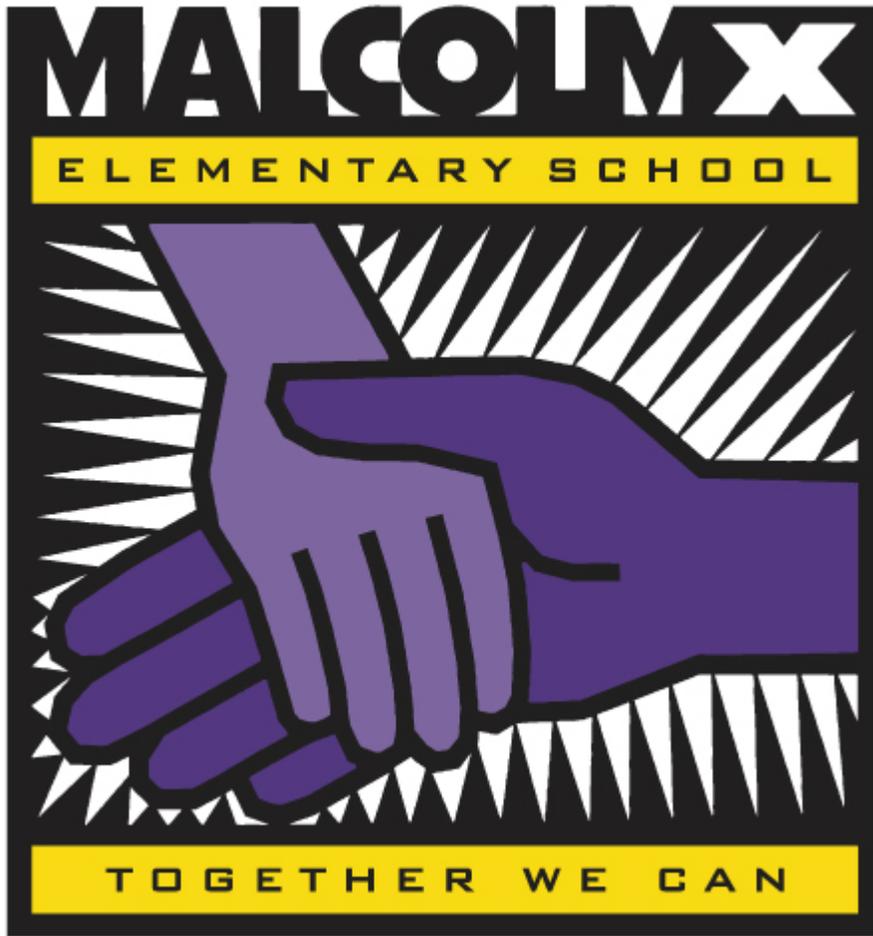


School Year: **2022-23**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malcolm X Elementary	01-61143-6090286	May 12, 2022	June 1, 2022

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is to outline actions needed to improve student achievement and support the whole child for all student groups at Malcolm X Elementary. The resources that are spoken to in this plan include budget allocations, personnel allocations and instructional materials.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Not applicable. (ESSA requirements relate to schools that receive Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support and Improvement)

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The drafting of the Single Plan for Student Achievement for the 22-23 school year occurred during a period of school closure to parents due to COVID-19. Parent input was gathered through virtual meetings with the Parent Teacher Association and the School Site Council. Teacher input for the plan was gathered during staff meetings and through meetings of the Instructional Leadership team.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal and vice principal monitor the implementation and alignment of the school's academic program on an ongoing basis through frequent classroom walk-throughs, in-person or virtually. Administrators evaluate teachers through a process which includes the setting of professional goals based on the California Standards for the Teaching Profession, several classroom observations and a collaborative debrief. Temporary and probationary teachers are formally evaluated each year, and permanent teaching staff is evaluated every other year.

New teachers have the opportunity to visit classrooms at other schools through the Teacher Induction Program (TIP), and all teachers have the opportunity to visit other classrooms and grades both on site and at other schools, including middle schools.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

## Use of state and local assessments to modify instruction and improve student achievement (ESEA)

### State Assessments:

Malcolm X administers all required components of the California Assessment of Student Performance and Progress (CAASPP) program, also known as the Smarter Balanced Assessment. Beginning in the 14-15 school year, 3rd, 4th and 5th graders have taken a computerized assessment, which assesses English Language Arts and Math. The California Science Test (CAST) is also administered in 5th grade, and the California Alternative Assessment (CAA) is the alternate test for students with disabilities available to students who qualify.

### English Language Development Assessment:

The English Language Proficiency Assessment for California (ELPAC) is administered annually to all English Learner (EL) students (or within 30 days of enrollment) to provide information on their progress in acquiring the English language.

In the 19-20 school year, ELPAC testing began to be administered on the computer. In the 20-21 school year, the CAASP was suspended due to the pandemic, and in the 20-21 school year, the district approved the use of Renaissance STAR 360 as an alternative assessment to the CAASPP. The English Language Development teacher monitor the progress of English Learners each trimester through the use of a district-adopted ELD report card which mirrors the ELD standards.

### Local Assessments:

- Students take district assessments in the core content areas of English Language Arts and Math. In reading, students take the TCRWP reading assessment, which is a reading inventory individually administered to each student by a teacher each trimester from late kindergarten to 5th grade. In Writing, students take writing benchmark assessments, based on writing prompts that match the writing genre they have been working on that trimester. In Math, teachers use curriculum embedded assessments to inform ongoing instruction, In addition in Math, K-2 students take a local benchmark assessment in math administered in fall, winter, and spring, and 3rd- 5th graders take the STAR 360 Math.

### Standardized Assessments:

- In K-2nd grade, students take a test called DIBELS. This is a test which measures discreet reading skills. This includes areas such as letter and sound knowledge, phonetic patterns, and reading rate.
- In 3rd through 5th grade, students take the Renaissance Star 360 test in Reading and Math. This is an adaptive test taken on the computer which measures skills in reading and math.

Data from these assessments are analyzed by school staff at staff meetings throughout the year as information becomes available. The results of the analysis is use to evaluate and plan changes in instructional practices, identify students who are not meeting performance goals for available interventions, and to modify the school plan to address needs that arise. Many of these assessments were unable to be accurately administered in an online environment, but will resume with the return to in-person instruction.

## Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student assessments guide the individualized development of curriculum units, instruction, and strategies. Staff meeting and collaboration time is allocated for teachers to study the results of their assessments and student work, and work on specific plans for help all students reach grade level standards.

Teachers analyze standardized test scores and the results of district assessments at the beginning each trimester in order to plan instruction and intervention. Literacy assessments such as running records, writing samples, Star 360 assessments, and DIBELS data guide the development of reading and phonics groups and influence reading instruction and specific phonics lessons. Teachers at Malcolm X plan a schedule of small group work for students who are not meeting performance standards, and provide this schedule to intervention teachers so that intervention classes supplement classroom interventions to accelerate progress.

Student progress in reading and writing is tracked RTI coach and other intervention teachers every six weeks to track student growth and analyze school-wide trends.. Trends in student performance provide information for modifications to the program to meet the needs of both under-performing students as well as those at or above grade level standards.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

One hundred percent of our staff meet NCLB requirements. All teachers are Cross cultural Language Acquisition and Development certification or equivalent in order to provide instruction to students who are English Learners.

#### Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Malcolm X teachers are credentialed. When Berkeley Unified School district adopts curriculum materials in core content areas, training is provided during staff development days and during weekly professional development sessions. Most recently K-3rd grade teachers were provided with training on the use of Fast Track Phonics. New teachers have been provided with training in math and literacy through the Teacher Induction Program, and through attendance at day long trainings provided in district model classrooms. Ongoing professional development in core content areas is planned by the Instructional Leadership team and a team of teacher coaches.

#### Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Malcolm X is a professional learning community with a leadership team of the principal, the vice principal, three classroom teachers, a literacy specialist, a curriculum coordinator, equity teacher leader, and an RTI team member. The team meets monthly to schedule staff development and collaboration time to analyze, discuss, and strategize improvement in student achievement. The Leadership team plans and discusses information or professional development that may need to be presented at weekly staff meetings. Staff development occurs regularly at the site and district-wide staff development days, and at weekly grade level and collaboration meetings. Additionally, many teachers participate in off-site classes and workshops to strengthen instruction in all content areas. The focus of staff development is to work collaboratively to increase articulation across grade levels, assess and track student performance, align school rubrics with standards, re-align instruction based on data analysis, establish consistent instruction at and between grade levels, identify and establish effective intervention strategies, and identify school-wide goals based on analysis of student performance.

- Students are assessed at least three times per year using TCRWP reading assessment and District math assessments linked to standards, and the Leadership Team plans weekly grade level meetings that are devoted to curriculum planning based on understanding standards and assessed student needs.
- Response to Intervention teachers track student achievement at six-week intervals, and plan professional development for staff to address trends in student performance.
- Teachers target students for intensive intervention and staff work during collaboration time to develop appropriate strategies for their instruction. Strategies might include curriculum integration, grading sample papers on rubrics, investigating new models, discussing student challenges, and sharing ideas.

#### Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Malcolm X Elementary are supported in their ongoing learning by a team of instructional coaches. The Literacy Coach, Math Coach and RTI Coach work with teachers in the classroom, providing coaching, modeling, and mentoring in implementing the core content curriculum and strategies. These instructional coaches also serve on the Leadership Team and help guide school-wide professional development by providing in-service instruction during weekly collaboration time. The Inclusion Specialist and Resource Specialists provide teachers with coaching on the use of specific classroom strategies needed to support students with special needs. These instructional coaches meet regularly with their peers across the district to improve teacher knowledge and skill.

- On-site Literacy Coach provides in-class modeling, coaching and staff development in literacy, based on assessed student needs.
- On-site Math Coach provides in-class modeling, coaching, and staff development in math, based on data and assessed student needs.
- On-site RTI Coach coordinates interventions and provides teachers with strategies to support students across content areas for a wide variety of student needs.
- On-site ELD resource teacher works with teachers to implement strategies to support English Learners in accessing the core curriculum while acquiring English.
- Teachers observe peers across grade level to better articulate curriculum from year to year.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet weekly during a designated grade level collaboration time on the Wednesday minimum day. Teachers have been trained to use a Professional Learning Community format to review student work and plan instructional interventions on a six week cycle. Collaboration includes curriculum planning, analysis of student work, and planning lesson strategies and materials in areas of literacy, math, science, social studies. Teachers also meet informally in grade level groups to plan implementation of curriculum.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Staff has met consistently to learn new curriculum and adjust our teaching to the Common Core State Standards, while addressing the needs of all learners. During staff meetings, grade level meetings, and on staff development days, teachers have reviewed standards, curriculum, and new assessments, to support the teaching of the Common Core standards in Math and Language Arts.

Curriculum:

- Common Core aligned materials are available in Reading and Writing are available through the Lucy Calkins Units of Study and FastTrack Phonics in grades K-3
- Common Core aligned materials are available in Math through the A Story of Units program
- An Arts Coordinator and Arts specialists insure that all four arts disciplines are taught guided by state Visual and Performing Arts standards, integrating ELA and Social Studies standards.

Additional measures of standards-based instruction include:

- Report cards and district literacy plan are aligned to CCSS standards.
- Staff has reviewed the new California English Language Development Framework, and discussed the difference between embedded and designated ELD.
- Staff and grade level meeting time dedicated to discussing and collaborative scoring of student writing using rubrics based on CCSS.
- School-wide and district-wide long-term planning and professional development is based on understanding and implementation of standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Teachers follow recommended guidelines for instructional minutes throughout the week, defined by grade level span. The guidelines were revised and updated in 2022. In TK and K, there are 1300 weekly minutes, and in 1st - 5th grade there are 1525 weekly minutes. There are defined times to ensure adequate access to core instruction in English Language Arts, Math, systematic phonics (K-3), Social Studies, Science, social emotional learning, and the arts.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

To ensure that all students receive the full scope of our standards-based curriculum, the district has created pacing guides for Math and Language Arts. The District has periodic local assessments aligned with the pacing guide, which helps keep instruction aligned. Teachers coordinate their instructional time line at the beginning of the year, and then continue to meet throughout the school year to review and refine their pacing/teaching guides with their grade-level teams. The master schedule is designed to protect instructional time in key content areas. Teachers provide classroom schedules to the administration at each reporting period to allow interventionists to create schedules for their instructional groups.

### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students use standards-based instructional materials in all subject areas. Teachers adapt, modify, and/or augment materials to meet the needs of all students. Specialists teach standards-based curricula in Art, Science (4th and 5th grades) , Music, Dance, and Drama. Differentiated instruction is provided to meet the needs of Special Education, Title I, and English Language Learner students. Additionally:

- District-adopted Language Arts, Math and K-3 phonics materials.
- Social Studies (TCI) and Science (FOSS) aligned to standards are available in all classrooms.
- Classroom library books are issued by grade level to support the Readers' and Writers' Workshop Units of Study
- A leveled reading library is centrally located and available to all staff. Fiction is organized by reading level and nonfiction is organized by content area and level.
- Leveled Literacy Intervention materials are available at K-5th grade levels for intervention in reading and writing

### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers are using the adopted texts in math, and all teachers have implemented the District's adopted program in English Language Arts aligned to the Common Core State Standards. This includes Lucy Calkins Units of Study in Reading and Writing, and FastTrack phonics to provide a systematic introduction to phonics in K-2. The intervention programs are using standards-aligned materials. Designated ELD instruction is provided in small groups based on students ELPAC level. Fountas and Pinnel Leveled Literacy Intervention (LLI) materials for K-5 students have been purchased, and organized into 3 intervention libraries for teacher use during class time and during Project Connect. Each K-3 classroom at Malcolm X received replacement take-home copies of LLI intervention materials in the 2021-22 school year, replacing the materials we sent home with students during the pandemic. Educational Specialists use Wilson materials to provide reading instruction for students with reading disabilities.

## Opportunity and Equal Educational Access

### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our regular program provides services to historically under-served and under-performing students in many ways. All teachers are CLAD certified, to be able to provide embedded ELD instruction to English Language learners. Leveled books for guided reading are available in a variety of subject areas aligned to standards, and adopted texts provide intervention strategies and materials.

Small group designated ELD instruction was provided to English Learners at ELPAC levels 1 and 2 by the Literacy Coaches and ELD teacher during the 2021- 2022 school year. The RTI team reviews the needs of EL students and identifies appropriate staff to push in during writing time, with a focus on individual writing conferencing with ELs.

Teachers may use a variety of strategies such as pairing and grouping students in heterogeneous and homogeneous groups, one-to-one tutoring with volunteers or after school, and modifying assignments. Student Success Team (SST), report cards, parent conferences, and in some cases weekly student reports, provide feedback to parents of under-performing students. Referrals to both District programs and outside agencies are made by teachers and through the Student Success Team process. Our RTI process relies on collaboration between resource teachers, classroom teachers, and instructional assistants to assess and support students' educational, physical, and emotional needs.

- Reading Recovery provides intensive individual reading instruction for the lowest performing first grade students
- Weekly library time and the availability of a media technician support classroom activities.
- Integrated arts program (dance, drama, music, and visual art) encourages access to core curriculum and taps into different learning styles.
- Literacy Coach, Intervention Resource Specialist, and Resource teachers provide support to under-performing students regardless of their IEP designation, and assist their teachers in planning instructional activities.
- Parents, resource teachers, and volunteers are available to support identified students.
- Teachers assess students early in the year and the Coordination of Services Team provides additional resources and support, and monitors their progress every six weeks.
- A full-inclusion delivery model for students with special needs insures equal access to curriculum for students with mild to moderate and moderate to severe learning disabilities. Additional small-group instruction in the Learning Center is also provided to meet IEP goals.

### Evidence-based educational practices to raise student achievement

Teachers use research-based practices when teaching reading, writing, phonics, and math. From classroom teachers, students receive standards-based lesson lessons to increase learning success. Units of study from Lucy Calkins and balanced literacy best practices (guided reading, interactive writing, read-alouds, leveled reading, systematic phonics K-3) are used in all classrooms. Reading Recovery is provided for the lowest performing first grade students. Educational Specialist support the learning of students in Special Education by using specific support strategies which enable students to meet their IEP goals and objectives, and instructional assistants provide support in accessing classroom content.

## Parental Engagement

## Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The Coordinator for Family Engagement and Equity works at the school three days a week, conducting parent outreach and education, as well as helping parents to navigate local and district resources. The Parent Resource Center is open every day to provide parents with resources, materials, and classes on parenting, health, and nutrition, as well as instructional materials to support student learning. The School Service Aide works with staff and parents to assure the home-school connection is strong and that no student misses school due to adverse parental circumstances. With the District office of Student Services and the school secretary, the School Service Aide follows up on chronic tardiness and absenteeism. The school attendance system is used to make automated calls to parents about absenteeism, tardiness, and school-wide events. The Student Attendance Review Board (SARB) works district-wide to help reduce student absences.

Teachers engage parents through parent teacher conferences, direct contact by phone text or email, and through more formalized meetings like Student Success Team meetings when a team approach is needed.

Our after school programs, LEARNS and BEARS (Berkeley's Excellent Academic Road to Success), provide before- and after- school care and enrichment activities on a sliding scale basis until six o'clock p.m. Project Connect provides small group instruction after school for twelve weeks in the spring. The BUILDS program provides after school literacy tutoring, mentoring, and support to students in both LEARNS and BEARS. PTA sponsored classes, with scholarships to make them available to all students, provide additional educational and enrichment opportunities, and Project Connect and PTA-sponsored events support parent learning.

Counseling, provided on site through Bay Area Community Resource, is available to students through teacher referral or parent request. Referrals to outside agencies, such as Berkeley Mental Health, West Coast Children's Center, and Children's Hospital are available. A local community organization provides bi-monthly food bags to needy families, and both the Berkeley Police Department and the Berkeley Fire Department provide holiday food and gifts to families in need.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The School Site Council is comprised of parents, teachers, and school staff that represent the diversity of our school population. The SSC meets monthly throughout the school year, and reviews and approves the Site Plan, and evaluates the effectiveness of programs funded through state, federal and local funds..

## Funding

### Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to provide a wide range of support to underachieving students in an attempt to close the achievement gap. We have dedicated our resources to closing the achievement gap. Categorical funds support the Literacy Coach and the Intervention Resource Specialist, who work to identify students performing below grade level in reading and writing and develop strategies and identify resources both in class and in small group instruction to scaffold learning until they reach proficiency. The Intervention Resource Specialist conducts weekly small group reading instruction with students in the lowest quartile of the first grade, provides Reading Recovery support to struggling readers in first grade, and weekly small group ELD instruction for newcomers. The Literacy Coach provides support and coaching to all classroom teachers in grades K-5. The Curriculum Coordinator works with the Principal to design and implement staff development and support the needs of under-performing students and coordinate with after-school programs and agencies such as LEARNS and Project Connect. Project Connect serves under-performing students in small groups after school. The school Library Media Technician insures that all students have access to high-quality literature and resource materials on a weekly or bi-weekly basis.

### Fiscal support (EPC)

Fiscal school support is provided through the BUSD general fund, District and teacher/parent generated grants, parent fund raising, and State and Federal monies. In addition, the city Measure A Berkeley School Excellence Program funds support the school with educational materials, lower class sizes, a media technician, and books, assemblies, enrichment programs. However, limited resources and increasing costs constrain the schools ability to maintain services and expand supports.

# Stakeholder Involvement

How, when, and with whom did the 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

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. The goals of the SPSA were shared with the English Learner Advisory committee in the January 2022 meeting and input from advisory groups, parents and teachers were instrumental in the development of the SPSA. The Stakeholder Engagement process is an ongoing, annual process. The School Site Committee (SSC) was established through an election process in early September and is comprised of parents/guardians, teachers, the principal and other staff. The SSC met to review data and the site plan monthly to ensure alignment and effective implementation with the Local Control and Accountability Plan and other federal, state, and local programs. Parents, staff and the principal attend the meetings and fully participate in the development and oversight process. Data and the proposed budget are reviewed in multiple meetings to ensure that funds are aligned with the school's priorities and needs, according to our data. All efforts are made to ensure that all groups are represented on all school site and district committees. Berkeley Unified School District is school in the development and implementation of this plan, and sends a representative from the Planning and Oversight Committee to participate in school site SSC meetings.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

A critical challenge for the school is the availability of intervention support for students who are behind grade level in core content areas. Although there is a plan for a multi-tiered system of supports, the staffing does not currently exist to provide adequate intervention support in both Math and Language Arts. During the 19-20 school year, the school did not receive Title I funding but still has a relatively high number of unduplicated students. The plan for the 21-22 and 22-23 school year takes into account a strategic use of temporary Title I funding to address needs in the area of math, focusing on improving Tier 1 instruction in Math through coaching as well as providing intervention to students in this area.

There are several barriers which may interfere with student achievement at our school. Attendance problems and tardiness keep students out of school or with inconsistent participation in remedial programs. The school day is not of sufficient length to provide remedial support for lowest-achieving students, and not all under-performing students are able to participate in after school programs.

Key Barriers:

- \*Tardies, inconsistent attendance, and lack of participation in extended day programs impact available instructional time for some students
- \*behavioral, emotional, and social issues which impact student engagement or student achievement, especially as a result of the pandemic. Insufficient access to counseling or family resources.
- \*lack of access to sufficient instructional coaching in Common Core State Standards and student engagement strategies
- \*lack of adequate instructional minutes to provide interventions for students below grade level
- \*inadequate resources or strategies to encourage active participation of all parents

\*language barriers which impede the school's outreach to English Learners, or students' access to instruction

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	125	125	85
Grade 1	79	89	84
Grade 2	74	80	87
Grade3	78	81	79
Grade 4	101	75	81
Grade 5	100	102	72
<b>Total Enrollment</b>	<b>557</b>	<b>552</b>	<b>488</b>

### Conclusions based on this data:

1. Total student population at the school has declined as a result of declining district-wide enrollment. The total number of classrooms has declined from a high of 27 to 22 classrooms in the 2021-22 school year.
2. The demographic mix of the school has remained consistent despite changes in total enrollment numbers.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	40	31	29	7.2%	5.6%	5.9%
Fluent English Proficient (FEP)	27	31	28	4.8%	5.6%	5.7%
Reclassified Fluent English Proficient (RFEP)	0	4	2	0.0%	10.0%	6.5%

### Conclusions based on this data:

1. The population of English Learners at the school is consistently under 10%.
2. The rate of reclassification for English Learners is an area of critical need, although reflective of the small number of English Learners in each grade level and the number of years that language acquisition takes according to research. For example, with 40 total ELs divided by 7 grade levels, there are relatively few ELs in the upper grades where students typically reclassify.
3. 21-22 numbers reflect an increase in English Learners at Malcolm X. Our percentage has risen to 8.3 percent, and the total number of ELs has increased to from 29 to 39 even as enrollment as a whole has declined. Staffing from the district remains consistent at .4 FTE, but additional FTE may be needed for 2022-23 school year to meet the instructional need for English Language Development instruction for an increased number of students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	106	80	62	103	75	0	103	75	0	97.2	93.8	0.0
Grade 4	98	104	67	96	103	0	96	103	0	98	99	0.0
Grade 5	78	96	63	74	93	0	74	93	0	94.9	96.9	0.0
All Grades	282	280	192	273	271	0	273	271	0	96.8	96.8	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2455.	2462.		36.89	42.67		21.36	26.67		21.36	13.33		20.39	17.33	
Grade 4	2492.	2503.		46.88	44.66		18.75	16.50		9.38	16.50		25.00	22.33	
Grade 5	2564.	2532.		47.30	36.56		31.08	33.33		10.81	7.53		10.81	22.58	
All Grades	N/A	N/A	N/A	43.22	41.33		23.08	25.09		14.29	12.55		19.41	21.03	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	40.78	45.33		43.69	37.33		15.53	17.33	
Grade 4	37.50	43.69		43.75	41.75		18.75	14.56	
Grade 5	47.30	45.16		40.54	32.26		12.16	22.58	
All Grades	41.39	44.65		42.86	37.27		15.75	18.08	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	32.04	32.00		43.69	50.67		24.27	17.33	
Grade 4	44.79	31.07		30.21	48.54		25.00	20.39	
Grade 5	54.05	38.71		32.43	35.48		13.51	25.81	
All Grades	42.49	33.95		35.90	44.65		21.61	21.40	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	39.81	30.67		55.34	54.67		4.85	14.67	
Grade 4	27.08	29.13		57.29	61.17		15.63	9.71	
Grade 5	32.43	27.96		54.05	48.39		13.51	23.66	
All Grades	33.33	29.15		55.68	54.98		10.99	15.87	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	33.01	36.00		46.60	46.67		20.39	17.33	
Grade 4	39.58	39.81		36.46	41.75		23.96	18.45	
Grade 5	44.59	40.86		45.95	38.71		9.46	20.43	
All Grades	38.46	39.11		42.86	42.07		18.68	18.82	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Overall scores are above the state average in ELA in all grades tested on the most recent tests. However, low SES students, African American students and English Learners are not on average performing at the same level as the school as a whole.
2. Cohort data reviewed at SSC in 19-20 shows improvement from year to year for our target subgroups.
3. Since there was no statewide testing in 19-20 or 20-21, we have not been able to measure progress or learning loss using this measure due to COVID yet.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	106	80	62	103	76	0	103	76	0	97.2	95	0.0
Grade 4	98	104	67	96	103	0	96	103	0	98	99	0.0
Grade 5	78	96	63	74	93	0	74	93	0	94.9	96.9	0.0
All Grades	282	280	192	273	272	0	273	272	0	96.8	97.1	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2467.	2458.		37.86	36.84		27.18	28.95		18.45	15.79		16.50	18.42	
Grade 4	2495.	2502.		33.33	35.92		21.88	27.18		25.00	14.56		19.79	22.33	
Grade 5	2550.	2536.		43.24	43.01		13.51	15.05		27.03	18.28		16.22	23.66	
All Grades	N/A	N/A	N/A	37.73	38.60		21.61	23.53		23.08	16.18		17.58	21.69	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	50.49	50.00		30.10	27.63		19.42	22.37	
Grade 4	40.63	44.66		32.29	27.18		27.08	28.16	
Grade 5	50.00	46.24		29.73	26.88		20.27	26.88	
All Grades	46.89	46.69		30.77	27.21		22.34	26.10	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	51.46	40.79		30.10	43.42		18.45	15.79	
Grade 4	35.42	38.83		42.71	35.92		21.88	25.24	
Grade 5	35.14	40.86		43.24	33.33		21.62	25.81	
All Grades	41.39	40.07		38.10	37.13		20.51	22.79	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	44.66	46.05		33.01	30.26		22.33	23.68	
Grade 4	40.63	37.86		31.25	33.01		28.13	29.13	
Grade 5	35.14	36.56		44.59	39.78		20.27	23.66	
All Grades	40.66	39.71		35.53	34.56		23.81	25.74	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. On most recent tests, overall scores are above the state average in Math in all grade tested. However, low SES students, African American students and English Learners are not on average performing at the same level as the school as a whole.
2. Cohort data reviewed in SSC in 19-20 shows improvement over time in our target subgroups in math, although a significant number of students are still below grade level.
3. Since there was no statewide testing in 19-20 or 20-21, we have not been able to measure progress or learning loss using this measure due to COVID yet.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	1432.1	*	*	1449.7	*	*	1391.0	*	*	14	4	
1	*	*	*	*	*	*	*	*	*	*	4	5	
2	*	*	*	*	*	*	*	*	*	*	4	*	
3	*	*	*	*	*	*	*	*	*	*	5	*	
4	*	*	*	*	*	*	*	*	*	*	4	4	
5	*	*	*	*	*	*	*	*	*	*	8	4	
<b>All Grades</b>											37	39	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.43	*	*	28.57	*	*	42.86	*	*	7.14	*	*	14	*
1		*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	*	15.38	15.00	32.43	30.77	40.00	29.73	43.59	20.00	*	10.26	25.00	37	39	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	21.43	*	*	35.71	*	*	35.71	*		7.14	*	*	14	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*		*	*	*	*	*
<b>All Grades</b>	*	20.51	35.00	40.54	38.46	35.00	*	25.64	25.00	*	15.38	5.00	37	39	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	14.29	*	*	14.29	*	*	50.00	*	*	21.43	*	*	14	*
<b>1</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>		*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>		*	*	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	*	7.69	15.00	35.14	20.51	5.00	*	46.15	40.00	32.43	25.64	40.00	37	39	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	21.43	*	*	64.29	*		14.29	*	*	14	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	29.73	12.82	26.32	56.76	64.10	63.16	*	23.08	10.53	37	39	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	28.57	*	*	64.29	*	*	7.14	*	*	14	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*		*	*	*	*	*
<b>3</b>	*	*	*	*	*	*		*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	45.95	43.59	55.00	37.84	46.15	35.00	*	10.26	10.00	37	39	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	0.00	*	*	92.86	*	*	7.14	*	*	14	*
1		*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	7.69	15.79	54.05	69.23	42.11	35.14	23.08	42.11	37	39	19

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	21.43	*	*	42.86	*	*	35.71	*	*	14	*
1		*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
All Grades	*	10.26	15.00	56.76	66.67	50.00	*	23.08	35.00	37	39	20

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Insufficient data to draw conclusions, because the data by grade level requires 10 students to be reportable.

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>488</b>	<b>26.2</b>	<b>5.9</b>	<b>0.8</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	29	5.9
Foster Youth	4	0.8
Homeless	6	1.2
Socioeconomically Disadvantaged	128	26.2
Students with Disabilities	60	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	69	14.1
American Indian or Alaska Native		
Asian	36	7.4
Filipino	5	1.0
Hispanic	83	17.0
Two or More Races	68	13.9
Native Hawaiian or Pacific Islander		
White	227	46.5

### Conclusions based on this data:

1. The overall student population in 20-21 declined by a significant number of students, as many families relocated during the pandemic for a variety of reasons. From 20-21 to 21-22, the school population remained stable.

2. Compared to 19-20, there was a relative increase in the percentages of socioeconomically disadvantaged students and English Learners in 20-21 and 21-22, as the decline in enrollment was principally caused by fewer students enrolling in TK and K. Many of these students remained in private preschools or entered private K-5 schools that were offering in-person learning. Because lunch forms were not collected in 20-21, the numbers for socioeconomically disadvantaged students tend to undercount this population, compared to 21-22 when information about income was collected during registration with a new student data system.

# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. Overall academic performance is "green" in Math and Language Arts, meeting state standards for schools.
2. Chronic absenteeism is an area of concern, with many students missing more than 10% of the school year, potentially impacting academic performance.

# School and Student Performance Data

## Academic Performance English Language Arts

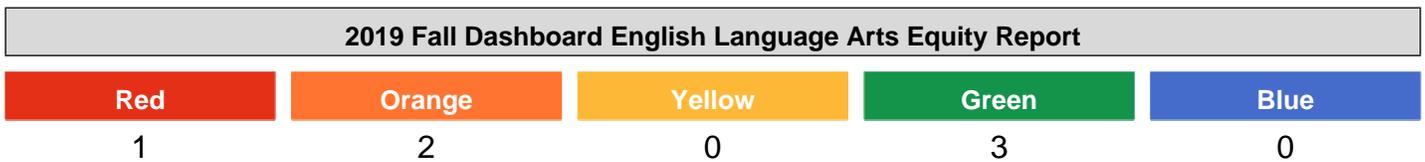
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>30.9 points above standard Declined -4.2 points</p> <p>270</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>56.8 points below standard Declined -7.4 points</p> <p>20</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>48.2 points below standard Declined -9.7 points</p> <p>68</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>76 points below standard Maintained -2.2 points</p> <p>41</p>

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 58.8 points below standard Maintained -1.9 points 40	 No Performance Color 0 Students	 No Performance Color 23.3 points below standard Declined Significantly -25.7 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Green 12.9 points above standard Maintained -2.4 points 52	 Green 33.5 points above standard Declined -5.5 points 38	 No Performance Color 0 Students	 Green 72.5 points above standard Declined -3.4 points 127

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.5 points below standard Declined -3 points 15	Less than 11 Students - Data Not Displayed for Privacy 5	37.1 points above standard Declined -5.5 points 236

**Conclusions based on this data:**

1. The school's instructional focus and available resources should be directed to support African American students, English Learners, socio-economically disadvantaged students and students with disabilities based on CAASPP data.
2. Although performance data aligned to the state CAASPP test is not available from the previous years, internal assessments in English Language Arts such as DIBELS and STAR Reading indicate that continued focus on providing instructional support to African American students, English Learners, socio-economically disadvantaged students and students with disabilities is needed.

# School and Student Performance Data

## Academic Performance Mathematics

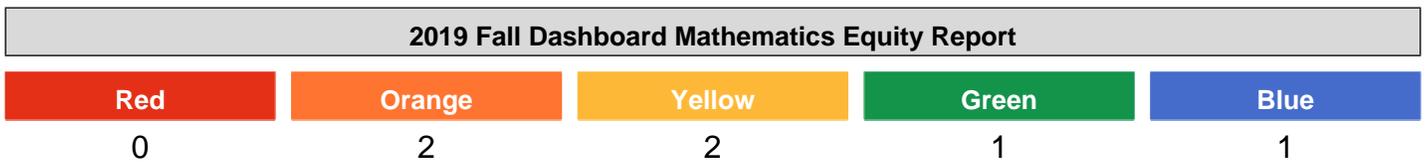
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>16.9 points above standard</p> <p>Declined -5.2 points</p> <p>269</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>59.2 points below standard</p> <p>Maintained -1.7 points</p> <p>20</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>63 points below standard</p> <p>Declined -13.5 points</p> <p>67</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>78.6 points below standard</p> <p>Maintained ++0.7 points</p> <p>40</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 70.2 points below standard Increased ++4.4 points 40		 No Performance Color 24.5 points below standard Declined Significantly -24.3 points 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 14.4 points below standard Declined Significantly -15.1 points 52	 Green 15.3 points above standard Declined -14.3 points 38		 Blue 63.9 points above standard Maintained ++0.8 points 126

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
74.8 points below standard Declined -9.4 points 15	Less than 11 Students - Data Not Displayed for Privacy 5	22 points above standard Declined -6.8 points 235

#### Conclusions based on this data:

- The school's instructional focus and available resources should be directed to support African American students, English Learners, socio-economically disadvantaged students and students with disabilities.
- Although performance data aligned to the state CAASPP test is not available from the previous years, internal assessments in Math such as STAR Math indicate that continued focus on providing instructional support to African American students, English Learners, socio-economically disadvantaged students and students with disabilities is needed.

# School and Student Performance Data

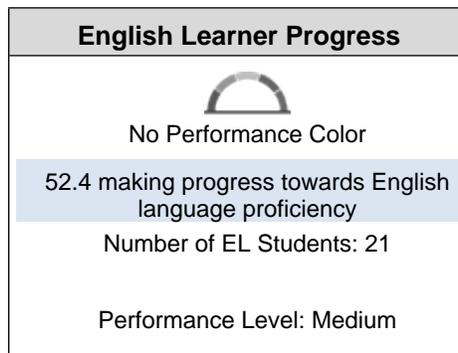
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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.

### 2019 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
14.2	33.3		52.3

#### Conclusions based on this data:

1. Although the majority of English Learner students have maintained or made progress towards English Proficiency as measured by the ELPAC, there is still a significant disparity with English Learners' ability to score at a proficient level on the SBA.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	3	1	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Orange 9.9 Increased +1 573	<p><b>English Learners</b></p> Orange 11.4 Increased +3 44	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<p><b>Socioeconomically Disadvantaged</b></p> Red 22.3 Increased Significantly +4.2 157	<p><b>Students with Disabilities</b></p> Yellow 13 Declined -9.9 69

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Yellow 19.5 Declined -0.5 77	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 20 Increased +16.4 35	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
Hispanic	Two or More Races	Pacific Islander	White
 Orange 16 Increased +3.9 100	 Green 4.8 Declined -2.1 83	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Yellow 5.1 Maintained -0.3 272

**Conclusions based on this data:**

1. Although chronic absenteeism is a problem for students overall, the most significant impact that aligns with academic performance on the SBA seems to be for students with disabilities and socio-economically disadvantaged students.
2. During the end of the 19-20 school year, over distance learning in 20-21 and during the return to in person instruction in 21-22, data about absenteeism is complicated by absences due to illness which required testing, quarantine, and isolation procedures.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

### Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

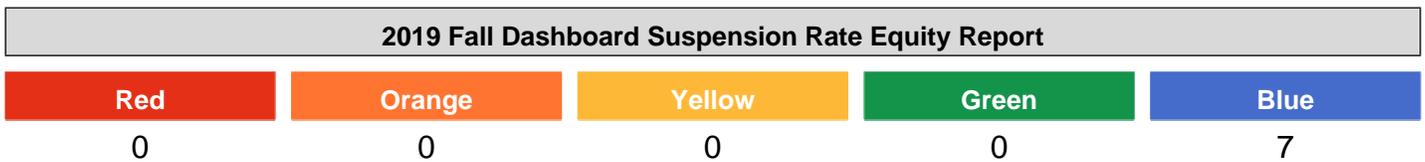
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Maintained -0.2</p> <p>584</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>45</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>8</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.6</p> <p>160</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Declined -1.6</p> <p>70</p>

**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0 Declined -1.3 78		 No Performance Color 0 Maintained 0 37	 No Performance Color Less than 11 Students - Data 6
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 100	 Blue 0 Maintained 0 88		 Blue 0 Maintained 0 275

This section provides a view of the percentage of students who were suspended.

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.2	0

**Conclusions based on this data:**

- Suspensions are not a significant cause of lack of access to instruction.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

## Goal 1

Malcolm X School strives to offer students high quality instruction through the use of California state adopted curriculum and high quality teaching. This will improve student learning and promote college and career readiness.

## Identified Need

Strong classroom instruction is the first step in ensuring student success. Teachers need professional development and more opportunities for collaboration in order to plan, pace and strategize on how to best serve all of their students to ensure high academic achievement.

In addition, students who fall behind will need extra support to help keep them engaged and successful in school. We will need to constantly monitor intervention programs and results data to determine their effectiveness and respond accordingly.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2021-2022 TCRWP Reading Assessments	2022-2023 TCRWP Reading Assessments - Increase in students performing at or above grade level when compared to previous year.
TCRWP Writing Assessments	2021-2022 TCRWP Writing Assessments	2022-2023 TCRWP Writing Assessments - Increase in students performing at or above grade level when compared to previous year.
District Math Benchmark Assessments	2021-2022 District Math Benchmark Assessments	2022-2023 District Math Benchmark Assessments - Increase in students performing at or above grade level in K-2 when compared to previous year.
STAR 360 Reading and Math Assessment	2021-2022 STAR 360 Reading and Math Assessment	2022-2023 STAR 360 Reading Assessment - Increase in students performing at or above grade level in grades 3rd-5th, when compared to previous year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS	2021-2022 DIBELS Assessment	2022-2023 DIBELS Assessment - Increase in students performing at or above grade level when compared to previous year

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities

### Strategy/Activity

Professional Development and Coaching in Literacy

- Literacy Coaches facilitate collaborative discussions, lead staff development sessions and provide instructional coaching on Tier I instruction using TCRWP workshop model in Reading and Writing to teach Common Core standards and Fast Track Phonics in Kindergarten through 3rd grade to teach phonics in a systematic way.
- After each reporting period, Literacy Coaches and RTI teacher will meet with teachers during staff time to review student results, and to group students for small group reading and strategy Groups. Teachers will prepare and revise class schedule for small group reading and Strategy groups, since this is an essential component of our program model.
- Teachers will observe peer models or Literacy Coach in order to reflect on best practices and support consistency in school-wide instructional practices for small group work during Readers' Workshop. Teachers will prepare and deliver lessons in conjunction with Literacy Coach, and debrief with Literacy Coach and grade level peers.
- K-5th grade teachers will be released to observe, analyze their classroom data and plan in the area of Reading for half a day each, supported by the Literacy Coaches. Currently this is funded at a level equivalent to once a year, however this is a priority for carryover funding to allow this to happen once a semester.

Expenditure Line 1: RTI Teacher .10 FTE, \$13,608 from BSEP

Expenditure Line 2: Lit Coach .25 FTE, \$30,411 from BSEP

Expenditure Line 3: Sub Days for peer observation, \$2000 from BSEP Carryover (priority #2)

Expenditure Line 4: Unallocated Reserve for Personnel Variance (BSEP), \$8,696

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
13,608	BSEP
30,411	BSEP
2,000	BSEP Carryover
8,696	BSEP

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Meet the needs of a diverse learning community by differentiating instruction through an ongoing RTI process:

For all students:

- Conduct data review in the Coordination of Services (CoS) team at the beginning and middle of school year to assess student progress, review interventions, and to determine intervention needs.
- CoS team will align services between classroom reading groups, literacy intervention (Reading Recovery and LLI), math RTI, Resource, and Special Education to ensure that interventions services supplement core instruction.
- CoS team will hold bi-weekly meetings to monitor services, and determine school-wide needs.
- CoS team will hold separate meetings to case manage identified general education students in need of more specific interventions.
- Continue to hold weekly SST meetings and follow-up for students who are referred.

For English Learners (ELs):

- English Language Development teacher and trained teachers will conduct annual ELPAC testing
- Provide integrated ELD within the classroom to ELs at ELPAC scores of 3 or 4.
- Provide designated ELD instruction with ELD teacher to ELs at ELPAC levels of 1 or 2
- Provide additional staffing for ELPAC testing so that ELD instruction is not interrupted by ELPAC testing (priority #1)

For academically advanced students:

- Provide differentiated small group or individual instruction during Readers' and Writers' Workshop to challenge students at all levels
- Provide supplemental math problem solving materials to support core curriculum at different ability levels.

For students with disabilities:

- Review IEP goals in small teams. Identify target instructional groups and inclusion strategies for students with and w/o IEP's.

- Resource Specialist will collaborate with general education teachers to provide differentiated instruction to students w/ IEP's to maximize access to general education curriculum
- Develop, use, monitor, and evaluate behavioral support plans for students who need them.
- Hold bi-monthly reflection meetings to evaluate student progress and RTI (response to interventions) and inclusion strategies.

Expenditure Line 1: ELD Resource Teacher .1 FTE, \$13,036 from BSEP

Expenditure Line 2: Teacher hourly for ELPAC, \$2000 from BSEP Carryover (priority #1)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
13,036	BSEP
2,000	BSEP Carryover

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students participating in LEARNS and BEARS

#### Strategy/Activity

Make maximum use of the opportunities for extended learning time during the school's afterschool programs, summer and breaks:

##### Coordination:

- Improve communication with after school programs through recruitment of LEARNS and BEARS Teacher Liaisons, providing staff development and homework support, provide staff to cover LEARNS IT's while they attend MX LEARNS monthly staff meetings
- Use snapshot data to determine priorities for referral to BEARS and LEARNS afterschool classes and summer program.
- LEARNS instructional technicians will meet with program coordinator and administrators to set goals aligned with the programs areas (academics, recreation, enrichment) and review at the end of the year.

##### Intervention:

- Small group tutoring after school with credentialed teachers and Instructional Assistants, connected to school day learning (Project Connect, Reading Recovery. math intervention and LLI groups)
- One-on-one tutoring with Cal Berkeley students through the BUILD tutor program

##### Materials:

- Supplemental online lessons available to identified students in Project Connect, in class, and after school.

- Literacy Team and classroom teacher will use grant funding from BPSF to provide high interest new books selected by below grade level students with limited access to books at home to read over the summer.

Extended Learning:

- Continue school's focus on at-home reading through use of reading logs, and Literacy committee will encourage summer reading program, as well as prioritizing students for reading incentives during winter and spring breaks.

Expenditure Line 1: Project Connect teacher hourly after-school intervention, \$3,705 from Title IV

Expenditure Line 2: Project Connect teacher hourly after-school intervention, \$5,000 from BSEP carryover (priority #3)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
3,705	District Allocation
5000	BSEP Carryover

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students performing below grade level in Literacy

Strategy/Activity

Strategies and materials for intervention:

In-class intervention for below grade level students:

- The Literacy Coach work with small groups of students performing below grade level.
- Resource Specialist and Full Inclusion Teacher will provide in-class and small group interventions to students with IEP's and general education students.
- RSP and Full Inclusion Teacher will support classroom teachers with individual strategies and materials for students with IEP's and general education students.
- CoS team will meet to monitor and track student progress, and plan interventions.

Materials:

- small group reading/strategy group materials at different levels available to all classrooms
- Reading, writing, spelling, and other appropriate classroom materials, (including those for ELs), equipment, and furniture will be available for all classrooms.
- Standards-based assessment and other intervention materials will be purchased to replace or supplement the current materials and to accompany District staff development.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s) Source(s)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through Fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth African-American Students, Hispanic or Latino Students, Students with Disabilities

#### Strategy/Activity

Ensure implementation of high quality mathematics instruction based on the Common Core standards-based curriculum.

- A 1.0 FTE Math Coach/Intervention Specialist will provide math Coaching for teachers and Intervention Support for children performing below grade level as determined by local, state and district assessments

\*Math Coach will work with teachers and students in specific grade levels, and plan staff wide professional development coaching and intervention.

- Staff will administer MAC/MARS tasks six times a year (including 3 trimester assessments) and analyze data from the assessment to plan instruction, with the goal of increasing students ability to explain their thinking and solve complex problems.

\*Coach will observe and model lessons in classrooms, debrief with teachers about instructional practices, and plan lessons and structures to provide interventions in class for students performing below grade level.

- Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning in math.

Expenditure Line 1: Math Intervention Coach, \$27,180 for .22 FTE from BSEP  
 Expenditure Line 2: Math Intervention Coach \$77,833 for .63 FTE from Title I  
 Expenditure Line 3: Math Intervention Coach \$18,532 for .15 FTE from PTA  
 Expenditue Line 4 Unallocated Reserve for personnel variance (Title I) \$4,765

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
27,180	BSEP
77,833	Title I A - Basic Funding
18,532	PTA
4,765	Title I A - Basic Funding

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

#### Instructional Minutes

- Staff will review review revised 2022 BUSD instructional minutes to ensure a guaranteed viable curriculum at Tier 1 for all students in core content areas.
- Teachers will create schedules based on new instructional minutes.
- Within school master schedule, classroom schedules will reflect times to provide interventions to students performing below grade level without disrupting their access to core instruction.
- Administrators will review schedules to ensure that there is adequate time allocated to contact areas in line with revised minutes, and monitor implementation.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Visual and Performing Arts program will provide access to standards-based curriculum through arts integration, including and valuing a diverse range of historical and cultural perspectives.

- Instructional Specialist to provide training in arts integration at staff meetings, coordinate performances and lead Arts Anchor Committee.
- Instruction in Dance, Drama, Art and Music, will be incorporated in all classrooms to engage students and to draw upon and develop the full range of student learning styles.
- Arts teachers will collaborate to review the longitudinal arts program K-5th (Art, Music, Dance, Drama) to ensure that the program reflects VAPA standards and aligns with classroom teaching.
- Arts teachers will collaborate to review the longitudinal arts program K-5th (Art, Music, Dance, Drama) to ensure that the program is inclusive and reflects our students' lives, cultures and backgrounds.
- Arts teachers will set goals in these areas for the year (standards alignment and inclusivity) and review them at the end of the year.
- DANCE: All students will have the opportunity to learn healthy fitness habits through an integrated physical education program that includes weekly dance class during PE time.

- DRAMA: All students will have the opportunity to prepare and perform at least once a year in classroom and school-wide dramatic productions at an increasing level of complexity
- MUSIC: TK-5th grade students will learn the fundamentals of music, both instrumental and choral, through weekly music lessons with the Music Teacher.
- ART: K-5 grade students will have the exposure to drawing, painting, sculpture, photography, and printmaking through classes with the Art Teacher.

Expenditure Line 1: Music Teacher, \$14,934 for .16 FTE from PTA

Expenditure Line 2: Art TSA, \$11,331 for .12 FTE from PTA

Expenditure Line 3: Drama IS, \$15,525 for .15 FTE from BSEP

Expenditure Line 4: Drama IS, \$62,098 for .6 FTE from PTA

Expenditure Line 5: Dance Teacher, \$27,527 for .37 FTE from PTA

Expenditure Line 6: Dance Teacher, \$11,610 for .13 FTE from BSEP

Expenditure Line 7: Art TSA, \$8,000 for .08 FTE from Arts Anchor funding

Expenditure Line 8: Unallocated reserve for personnel variance from PTA, \$6,721

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
14,934	PTA
11,331	PTA
15,525	BSEP
62,098	PTA
27,527	PTA
11,610	BSEP
8,000	Other
6,721	PTA

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

### ANALYSIS

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

Overall, the strategies outline in the plan were able to be implemented in the 2021-22 school year, with some modifications due to the ongoing pandemic. Our strategies are targeted to meet the needs of improved learning for all students who demonstrate the need for additional support, however after performing assessments at the beginning of the school year, it was clear that the

need for academic intervention had increased. Staff development time was limited in 2021-22 compared to previous years due to the need to provide training and support about changing COVID protocols, and our ability to make progress in this area was limited by staff absences. As reliable data became available during the school year, this was used to make instructional decisions in terms of providing academic support. However, in the absence of comparable data over time made the data we gathered unreliable as a method for evaluating the effectiveness of our programs.

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

The expenditures in this goal are in alignment with improving the academic outcomes for all Malcolm X students, however the ability to implement our pre-pandemic program was limited by health guidelines. Math interventions took place in classrooms rather than as pull-out, as the need to impact students in frontline teaching made this model more effective at reaching a large number of students. Our arts program had a diminished impact as a teaching tool since in-person audiences were not possible for most of the year. Some of our academic interventions were limited in scope because of our adherence to grade level groupings for the most part.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The addition of a goal focusing on the revised instructional minutes is a significant step towards ensuring an aligned delivery of curriculum, and should help increase the effectiveness of the interventions and supports in place through the plan. The inclusion of goal setting and reflection within departments (arts, LEARNS) will help align the work with the goals of the plan.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

## Goal 2

Staff will continue to utilize classroom strategies that are culturally and linguistically relevant to all students.

- Student behavior supports and social emotional learning will be delivered in a culturally relevant way.
- Curriculum, instruction, and classroom practices will
- Reduce the total number of suspensions by 5% annually, and reduce the percentage of African American students suspended by 5% annually

## Identified Need

Improve the achievement of African American and Latino students in reading, writing, and math.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with 10 or more absences for 2021-2022 school year	Reduction in the number of students with 10 or more absences for 2022-2023 school year.
PBIS practices	Renewed PBIS practices, weekly CBG drawings, weekly SEL lessons	Increase in school-wide implementation as measured by PBIS rubric.
Suspension Records, Office Referrals	Not a significant barrier to instruction/loss of instructional time	Continue to provide supports, outreach and interventions to maintain current baseline
Equity focused professional development	Equity focused professional development offered (sessions on Gholdy Muhammad's work, AAPI training, Black History month) CCEIS related professional development time.	Maintain or increase professional development time focused on expanding teacher knowledge of culturally responsive teaching practices.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

### **Strategy/Activity**

Equity Team: The Malcolm X Equity Team will meet plan activities that build staff and institutional capacity to serve all students.

- Team will work with Family Engagement Specialist to promote practices that build positive cross-cultural relationships with parents.
- Team will continue to review referral data team to examine ways help the school to address disproportionality in the number of referrals by subgroup.
- Team will examine policies and practices at the school and recommend options that would help increase equitable outcomes for students.
- Team will investigate options for including restorative practices into our school wide discipline menu. Team will plan professional development for staff in this area.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

Source(s)

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

### **Strategy/Activity**

Equity Training/Strategies/Materials:

- Teachers will attend cultural competency training offered by the district if available.
- Equity Teacher Leader will partner with administration, Leadership team, and Equity team to plan professional development for staff during staff development time.
- Teachers will utilize strategies of instruction and materials that are culturally relevant to all students.
- Teachers will meet to collaborate on the planning of culturally responsive lessons. Culturally responsive texts, books, and curriculum materials will be available in every classroom.
- Development of library collection and scheduled author visits will continue to focus on representing the diversity of the student community.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students who qualify for EL instruction

#### Strategy/Activity

English Language Development

For students:

\*All English Learners will be administered the ELPAC and the results will be used to guide instruction with the EL teacher.

- ELD teacher will use EL Achieve Instructional materials available in the Library Media Center at students' assessed level.
- Malcolm X classroom teachers will collaborate with ELD teacher to support English Learners during core instruction in the classroom
- Strategies for engaging and supporting English Learners during the Language Arts block will be implemented following the EL guide from TCRWP.

For parents:

\*Continue to grow our ELAC community and strengthen home/school connections by personal phone call outreach before meetings and events. We'll also use a parent survey to determine high-interest topics for ELAC meetings and best times for families to attend.

\*Continue ELAC/PTA partnership at events like the spring fair and family heritage night to increase ELAC visibility at school events and further involve ELAC parents with the wider school community.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

#### Strategy/Activity

RTI team:

- Instructional RTI team track progress of all students, taking into account student progress disaggregated based on student demographics.
- Include Family Engagement Specialist, mentoring and after-school staff, and mental and public health representatives in monthly RTI meetings to determine, discuss and track student services and progress.
- During weekly team and staff meetings, literacy coach and other intervention staff will work with teachers to track the progress of focus students throughout the school year.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

Strategy/Activity

Schoolwide Positive Behavior Interventions & Support. (PBIS)

- Continue calendar of behavior lessons regarding schoolwide rules (Be Safe, Be Respectful, Be Responsible, Be a Scholar)
- Staff will teach lessons to all students reviewing these rules at the beginning of the year.
- CBGs (Caught Being Good) tickets will be awarded to recognize positive behavior. Class CBGs will be awarded for positive group behavior. Weekly CBG drawing will be conducted by an administrator or TSA in each classroom, reviewing the week's PBIS focus.
- Staff will conduct data review of suspensions, office referrals, and Uh Ohs, each trimester including data disaggregated based on student demographics.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

### Strategy/Activity

#### Social Emotional Curriculum:

- Staff will teach Toolbox social-emotional curriculum to all grades, TK-5th.
- Staff will deliver Welcoming Schools lessons to all grades TK-5th
- Tier II Toolbox groups (Circle of Friends) will be convened for students who need more intensive practice with the Toolbox tools
- Malcolm Mentor program will pair identified students with a positive adult on campus, for daily goal setting and celebration of success, based on Check-In/Check-Out model.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

### Strategy/Activity

#### Counseling Support:

- BACR counselors will meet with individual students and groups of students to provide individual and group therapy.
- BACR counselors will work with Social Emotional Learning committee to provide weekly SEL lessons for all staff.
- BACR counselors will participate in the Coordination of Services Team

Expenditure Line 1: \$13,000 from district allocation,

Expenditure Line 2: \$5,000 from City of Berkeley contribution. (may be \$10,000)

Expenditure Line 3: \$10,000 from BSEP site funds

Expenditure Line 4: \$5,000 from BSEP carryover funds

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
13,000	District Allocation
5,000	Other
10,000	BSEP
5000	BSEP Carryover

### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

#### Strategy/Activity

##### Coordination of Services Team

- Coordination of Services Team will meet weekly, including Principal/Vice Principal, Family Engagement Specialist, Literacy Coach, RTI Coach, Behavior Specialist, Counselor, ELD teacher, and SpEd staff.
- Coordination of Services Team will review performance data on academic goals, attendance, as well as social emotional and behavioral needs.
- Coordinate allocation of school academic, social emotional and family resources and supports.
- Arrange connections and referrals to available district and community resources

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

PE Teacher will provide instructional support and consultation to K, 4th, and 5th grade teachers in providing in-class P.E.  
\$23,999 for .20 FTE paid by BSEP.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
23,999	BSEP

## Annual Review

### SPSA Year Reviewed: 2021-22

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 deleted.

## ANALYSIS

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

Our PBIS strategies were reviewed consistently, with a return to many previously implemented structures with our return to full-time in-person instruction. Our Coordination of services team met consistently and allocated our available resources. Following the pandemic, our need greatly outstripped our ability to provide interventions--prior to the onset of the pandemic, nearly all students performing below grade level were able to receive additional help.

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

Teachers did not have the opportunity to attend district Cultural Competency trainings because they were not offered by the district during the 2021-22 school year. Contracting a consultant for coaching in equitable practices was interrupted by school closure in 2020, but we did have a consultant visit in 2021-22 through CCEIS funding from the district. Results from the report will be reviewed by Equity Committee and used to plan professional development.

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.

Because our current need for academic and behavioral supports exceeds our ability to address with intensive small group support, we have renewed our focus on Tier 1 strategies that can be implemented throughout the school, such as PBIS, classroom SEL lessons, and Tier 1 academic structures. We will continue to look for PD opportunities on culturally relevant teaching as a school site. We began a study of Gholdy Muhammad's work in the 2020-21 school year, and continued this study this year, but we have not finished reading the book as a staff. We will review the findings from the consultant who performed Equity Walks and a focus group with some of our 5th grade students, and review implementation of actionable equity strategies in our professional development at the beginning of the 2022-23 school year. We will continue to implement our PBIS school systems, and build on these systems.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

BUSD LCAP Focus Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

## Goal 3

- Increase the number of students and families who report feeling welcomed and valued as a partner in their child's education.
- Recruit and retain certificated employees of color.
- Increase/maintain the percentage of participants of color serving on the School Site Council.

## Identified Need

Families need to feel welcome and have opportunities for participation in their student's education which will in turn increase positive student behaviors and academic performance.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Events and engagement opportunities for families on campus	Limited attendance to online event, limited in-person events on campus	Increase on-campus educational opportunities for parents to pre-pandemic levels.
Participation in parent-teacher conferences	No in-person baseline	establish new baseline for participation
Participation in Back-To-School Night	No in-person baseline	gather data and establish new baseline
Family Engagement Survey, families feeling welcomed/included at school	No baseline for 21-22, no district survey	establish new baseline for families feeling welcomed/included at school

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

## Strategy/Activity

School will encourage participation of a broad base of parents in school activities by promoting the establishment of a diverse group of parent participants in school leadership roles.

- Encourage the establishment of a School Site Council that reflects the diversity of the school population through recruitment and outreach.
- Partner with the PTA to encourage a diverse group of parents to participate in PTA leadership.
- Hold regular English Learner Advisory Committee meetings.

\*Maintain active parent Affinity Groups

Expenditure Line 1: Purchase curriculum and instructional materials for use by parent participants of African American affinity group run by the Family Engagement Specialist \$1,234

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

1,234

Source(s)

Title I A - Parent Involvement

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

## Strategy/Activity

The school will communicate with parents, and establish the school as a hub for parent resources.

### Family Engagement

- With help from parent volunteers, Family Engagement Specialist will maintain a family resource room with supplies for families in need
- Family Engagement Specialist will contact parents to make sure that all families have access to essential engagement opportunities such as parent conferences, school meetings, etc.
- Family Engagement Specialist will connect parents with city, county and community resources
- Family Engagement Specialist will participate as a member of the Coordination of Services Team to provide support and outreach.
- Through the arts program, parents will participate in performances and recitals in dance, music and drama.
- Parents will be invited to participate in students' reading lives through classroom reading programs such as Books and Bagels, Toasty Tales, Poems and Pastries

### Parent Education

- School will coordinate with PTA to conduct parent education events at monthly PTA meetings. Possible areas include grade level expectations and strategies for working with students at home.
- Use school wide and classroom communications home to disperse information about standards and assessment results.
- Literacy Coaches and teaching staff will prepare a literacy trainings for parents (in the morning or evening)

### Attendance Support

- School Service Aide will assist Family Engagement Specialist to reach out to parents regarding absenteeism, tardies, health, and parent involvement opportunities.
- School Service Aide will assist School Secretary in maintaining contact with parents through copying and distribution of School News, mailings, phone contact, and maintenance of student records.

Expenditure Line 1: \$9,120 for .16 FTE School Service Aide, from BSEP.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

9,120

Source(s)

BSEP

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

#### Strategy/Activity

Inclusive and representative curriculum:

- Teachers will review and include curriculum resources from the district's Ethnic Studies department into our teaching
- School librarian will continue to expand the school library collection to ensure that it is representative of the diversity of our students population
- Staff meeting time will be devoted to reading and professional development to expand teachers' cultural competency and improve the inclusivity of lessons and curriculum, under the guidance of the Equity Teacher Leader and school Equity Committee

Continue the use of the Welcoming Schools curriculum to ensure that all students and families' structures are represented in the school's curriculum, and to build an inclusive community that helps all students to be safe and secure at school.

- Teachers will teach lessons from the three Welcoming Schools units focusing on bullying, family diversity and gender stereotyping.
- Teachers will plan Welcoming Schools lessons during team meetings and curricular planning days.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s) Source(s)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities

**Strategy/Activity**

Training and workshops led by our Family Engagement Coordinator and staff will be available to parents on campus.

- Parenting classes to support Project Connect parents in supporting their child's academic growth, conducted by Family Engagement Specialist and teaching staff
- Parent Resource center open and available to all parents during the school day and after school
- Develop and maintain resources, classes, support and/ or discussion groups for parents that focus on their child's success in school.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s) Source(s)

**Annual Review**

**SPSA Year Reviewed: 2021-22**

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 deleted.

**ANALYSIS**

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

Many family engagement efforts that we ordinarily do were hampered by the health rules in place during the 21-22 school year. The arts program is a key component of building community at the school, and parents were not allowed on campus for the majority of the year. Although performances continued online, many virtual events had poor attendance compared to in-person events, including parent trainings, PTA meetings and conferences. Towards the end of the school year, there was greater ability to hold limited events on campus.

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

All of the budgeted expenditures until this item were implemented. However, the impact of attendance work performed by the School Service Assistant was affected by the high number of absences due to quarantine following exposure, to COVID-19, requirements to test prior to returning to school for symptoms of COVID 19, and isolation of students who had COVID 19.

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.

We will continue to build our SEL program and capitalize on staff talents and strengths to develop a welcoming, safe and inclusive school community. In the 22-23 school year, we will review the elements of our arts program that are intentionally aimed at creating an inclusive school environment and engage students and their families.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

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

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$431,865.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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 (\$)
BSEP	\$163,185.00
BSEP Carryover	\$14,000.00
District Allocation	\$16,705.00
Other	\$13,000.00
PTA	\$141,143.00
Title I A - Basic Funding	\$82,598.00
Title I A - Parent Involvement	\$1,234.00

Subtotal of state or local funds included for this school: \$431,865.00

Total of federal, state, and/or local funds for this school: \$431,865.00

# 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
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Annastazia Manekin-Hrdy	Classroom Teacher
Kathryn Mapps	Classroom Teacher
Attilah Rainey	Classroom Teacher
Jocelyn Foreman	Other School Staff
(Vice Principal) Linda Morgan	Other School Staff
Heather Ball	Parent or Community Member
Alexander Hunt (Principal)	Principal
Mary Lee Kimber Smith	Parent or Community Member
Gina Morris	Parent or Community Member
Gerald Liang	Parent or Community Member
Monica Jones, SSC president	Parent or Community Member
Martha Boero, alternate	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Other: PTA

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 May 12th, 2022.

Attested:

See Attached

Principal, Alexander Hunt on 5/12/2022

See Attached

SSC Chairperson, Monica Jones on 5/12/2022

Kathy Fleming  
Director of Local Resources

*Kathy Fleming*  
Signature

5-24-22  
Date

Ruben Aurelio  
Associate Superintendent, Educational Services

  
Signature

5/25/22  
Date

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Other: PTA

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 May 12th, 2022.

Attested:

  
 5/12/22

Principal, Alexander Hunt on 5/12/2022
SSC Chairperson, Monica Jones on 5/12/2022

**BUDGET SUMMARY 2022-23**

Malcolm X (126) 5/12/22	Goal/ Strategy	Obj Code	BSEP Site Funds Resource 0752		Title I Resource 3010		Centrally - Funded BSEP		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources			Sum of FTE	
			BGT	FTE	BGT	FTE	RES.	FTE	BGT	FTE	BGT	FTE	BGT	FTE	RES.		BGT
Lit Coach	1/1	1102	30,411	0.25			0741-0763	0.75									1.00
RTI TSA	1/1	1102	13,608	0.10						0.70			7422?	reading recovery	0.20		1.00
ELD TSA/Literacy TSA	1/2	1102	13,036	0.10						0.40			0000		0.50		1.00
Math Intervention TSA	1/6	1102	27,180	0.22	77,833	0.63					18,532	0.15					1.00
Art TSA & Release	1/8	1102					0753	0.08			11,331	0.12	0000	release	0.40		0.60
Music Teacher	1/8	1102									14,934	0.16					0.16
PE Teacher	2/9	1102	23,999	0.20									0000	release	0.80		1.00
Extended Day After School Intervention	1/3	1116											Title IV	3,705			0.00
Instructional Specialist - Dance	1/8	2182									27,527	0.37					0.37
Instructional Specialist - Drama	1/8	2182	15,525	0.15							62,098	0.60					0.75
Instructional Specialist - Dance	1/8	2182	11,610	0.13													0.13
School Service Aide	3/2	2902	9,120	0.16									0000		0.60		0.76
Parent Involvement	3/1				1,234												0.00
Contract (Counseling)	2/7	5800	10,000										Dist-wide	13,000			0.00
Contract (Counseling)	2/7	5800											C.O.B.	tbd			
<b>Unallocated Reserve</b>	1/1, 1/6, 1/8		8,696		4,765						6,721						
<b>Total Expenditures</b>			163,185	1.31	83,832	0.63				1.10	141,143	1.40			16,705		
<b>Revenue Allocation</b>			<u>163,185</u>		<u>83,832</u>												
			0		0												

**Carryover Priorities**

Project Connect	1/3	1116	5,000	Priority 3
Teacher Hourly - Subs	1/1	1116	2,000	Priority 2
Counseling	2/7	5800	5,000	Priority 4
Teacher Hourly - ELPAC testing	1/2	1116	<u>2,000</u>	Priority 1
<b>Total Carryover Priorities</b>			14,000	

