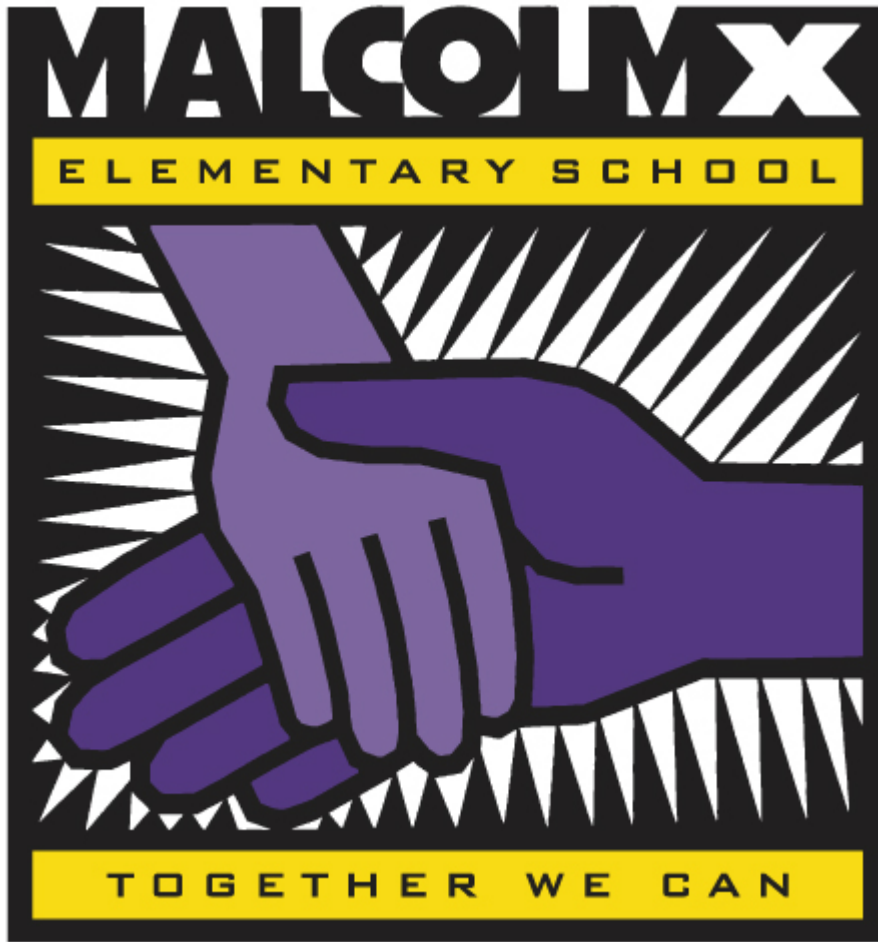


School Year: 2023-24



# 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 11, 2023	June 7, 2023

## 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 23-24 school year took place during the 22-23 school year. Parent input was gathered at PTA parent meetings, Site Council meetings and ELAC meetings. 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. 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 on a schedule consistent with California Education Code.

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.

## 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.

ELPAC testing is administered using a computer. The English Language Development teacher monitors the progress of English Learners and reclassified students through using a computerized database system called ELLevate which monitors multilingual students' progress towards English proficiency.

### 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-5 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.

## 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, 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. 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 been trained to implement curriculum aligned 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, a systematic introduction to English phonics (K-2), 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-2 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.

- Intensive individual reading, writing and phonics 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 individual 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 Vice Principal 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 pairs students in need of academic support with their classroom teachers in small groups after school for intensive tutoring in Math and Language Arts. 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.



# Educational Partner 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 2023 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. Because the number of students who are below grade level in Math exceeds capacity to provide targeted interventions following the pandemic, the school has implemented a strategic use of 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 in-class 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		
	20-21	21-22	22-23
Kindergarten	85	101	96
Grade 1	84	58	76
Grade 2	87	83	60
Grade3	79	80	76
Grade 4	81	76	77
Grade 5	72	75	74
<b>Total Enrollment</b>	488	473	459

### Conclusions based on this data:

1. The total number of classrooms remained steady at 22 classrooms from the 21-22 to the 22-23 school year. However, this represents a decline from the pre-pandemic high of 27 classrooms and 570 students.
2. The demographic mix of the school has remained consistent despite changes in total enrollment numbers.
3. TK students are included in the kindergarten number.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	29	38	35	5.90%	8.0%	7.6%
Fluent English Proficient (FEP)	28	28	21	5.70%	5.9%	4.6%
Reclassified Fluent English Proficient (RFEP)	2			6.9%		

### 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. 22-23 numbers reflect a consistent population of English Learners at Malcolm X. Staffing from the district remains consistent at .4 FTE, but additional FTE continues to be needed for 2023-24 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	81		0	75		0	75		0.0	92.6	
Grade 4	67	75		0	72		0	72		0.0	96.0	
Grade 5	63	72		0	69		0	69		0.0	95.8	
All Grades	192	228		0	216		0	216		0.0	94.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2452.			37.33			28.00			21.33			13.33	
Grade 4		2505.			44.44			19.44			18.06			18.06	
Grade 5		2541.			39.13			24.64			17.39			18.84	
All Grades	N/A	N/A	N/A		40.28			24.07			18.98			16.67	

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		32.00			58.67			9.33			
Grade 4		38.89			50.00			11.11			
Grade 5		39.13			50.72			10.14			
All Grades		36.57			53.24			10.19			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		22.67			60.00			17.33	
Grade 4		26.39			54.17			19.44	
Grade 5		34.78			46.38			18.84	
All Grades		27.78			53.70			18.52	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.67			74.67			10.67	
Grade 4		27.78			58.33			13.89	
Grade 5		23.19			71.01			5.80	
All Grades		21.76			68.06			10.19	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.33			72.00			10.67	
Grade 4		25.00			66.67			8.33	
Grade 5		30.43			53.62			15.94	
All Grades		24.07			64.35			11.57	

**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. These scores for CAASPP in English Language Arts are the baseline scores for students coming back from the pandemic, and are reflective of learning loss that occurred during the pandemic.
3. Inequities in student achievement that existed pre-pandemic were exacerbated by how students experienced the pandemic.



# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	81		0	75		0	75		0.0	92.6	
Grade 4	67	75		0	72		0	72		0.0	96.0	
Grade 5	63	72		0	68		0	68		0.0	94.4	
All Grades	192	228		0	215		0	215		0.0	94.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.			22.67			32.00			20.00			25.33	
Grade 4		2483.			22.22			27.78			29.17			20.83	
Grade 5		2520.			35.29			17.65			20.59			26.47	
All Grades	N/A	N/A	N/A		26.51			26.05			23.26			24.19	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.67			49.33			24.00	
Grade 4		26.39			40.28			33.33	
Grade 5		30.88			41.18			27.94	
All Grades		27.91			43.72			28.37	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		24.00			57.33			18.67	
Grade 4		33.33			40.28			26.39	
Grade 5		32.35			47.06			20.59	
All Grades		29.77			48.37			21.86	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.67			54.67			14.67	
Grade 4		31.94			44.44			23.61	
Grade 5		26.47			54.41			19.12	
All Grades		29.77			51.16			19.07	

**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. These scores for CAASPP in Math are the baseline scores for students coming back from the pandemic, and are reflective of learning loss that occurred during the pandemic. Math scores are relatively lower than English Language Arts scores, and may reflect which activities were more able to be supported by parents during online learning.
3. Inequities in student achievement that existed pre-pandemic were exacerbated by how students experienced the pandemic.

# 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1451.5		*	1467.2		*	1414.6		4	17	
1	*	*		*	*		*	*		5	5	
2	*	*		*	*		*	*		*	5	
3	*	*		*	*		*	*		*	5	
4	*	*		*	*		*	*		4	*	
5	*	*		*	*		*	*		4	5	
All Grades										20	39	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	35.29		*	29.41		*	11.76		*	23.53		*	17	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	15.00	20.51		40.00	38.46		20.00	23.08		25.00	17.95		20	39	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	41.18		*	23.53		*	23.53		*	11.76		*	17	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	35.00	33.33		35.00	35.90		25.00	25.64		5.00	5.13		20	39	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	11.76		*	41.18		*	23.53		*	23.53		*	17	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	15.00	7.69		5.00	20.51		40.00	48.72		40.00	23.08		20	39	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	41.18		*	47.06		*	11.76		*	17	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	26.32	33.33		63.16	56.41		10.53	10.26		19	39	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	47.06		*	41.18		*	11.76		*	17	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	55.00	43.59		35.00	46.15		10.00	10.26		20	39	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	17.65		*	70.59		*	11.76		*	17	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	15.79	10.26		42.11	66.67		42.11	23.08		19	39	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	29.41		*	35.29		*	35.29		*	17	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
All Grades	15.00	12.82		50.00	64.10		35.00	23.08		20	39	

**Conclusions based on this data:**

1. These ELPAC scores are baseline data for our English Learners from the 21-22 school year following the pandemic. Conclusions will be able to be drawn about student progress when 22-23 become available.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>473</b>	<b>31.9%</b>	<b>8.0%</b>	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Malcolm X Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
<b>English Learners</b>	38	8.0%
<b>Foster Youth</b>		
<b>Homeless</b>	6	1.3
<b>Socioeconomically Disadvantaged</b>	151	31.9%
<b>Students with Disabilities</b>	54	11.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	65	13.7
<b>American Indian</b>		
<b>Asian</b>	37	7.8
<b>Filipino</b>	5	1.1
<b>Hispanic</b>	71	15.0
<b>Two or More Races</b>	73	15.4
<b>Pacific Islander</b>		
<b>White</b>	220	46.5



**Conclusions based on this data:**

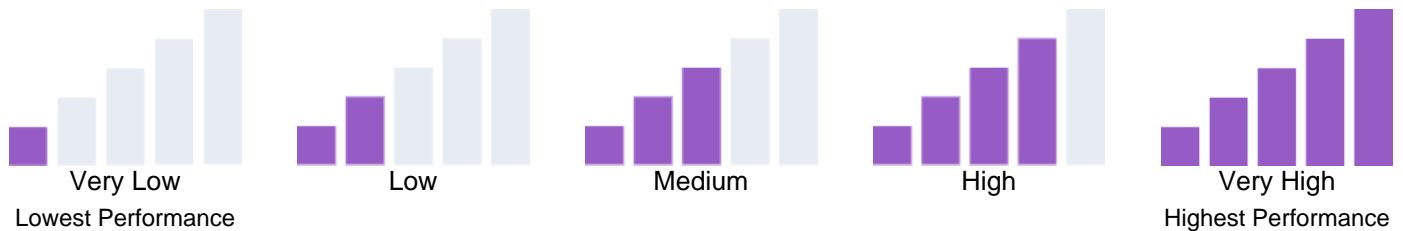
1. The overall student population at the school in 20-21 declined by a significant number of students, mirroring the numbers in the district and state. Many families relocated during the pandemic for a variety of reasons. From 21-22 to 22-23, the school population remained stable.
2. Compared to 19-20, there was a relative increase in the percentages of socioeconomically disadvantaged students and English Learners in 20-21, 21-22, and continued into 22-23.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  High	<b>Graduation Rate</b> not applicable	<b>Suspension Rate</b>  Very Low
<b>Mathematics</b>  Medium	<b>Chronic Absenteeism</b>  Very Low	
<b>English Learner Progress</b>  No Performance Level		

#### Conclusions based on this data:

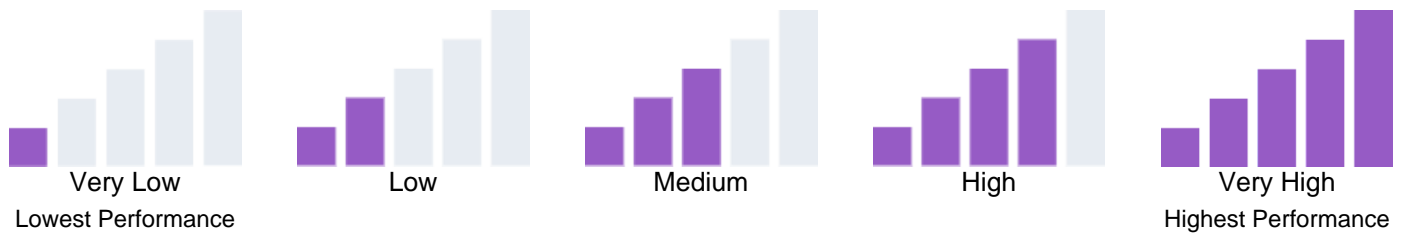
- Overall academic performance is high in Language Arts and Medium in Math, meeting state standards for schools.
- Although the graph for chronic absenteeism seems positive, this is an area of concern, with many students of the missing who miss 10% of the school year showing impacts on their academic performance.

# School and Student Performance Data

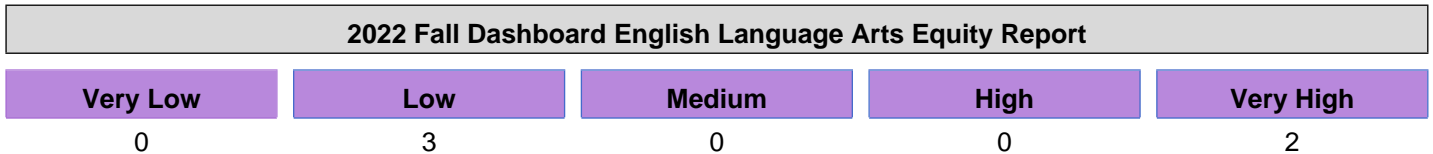
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

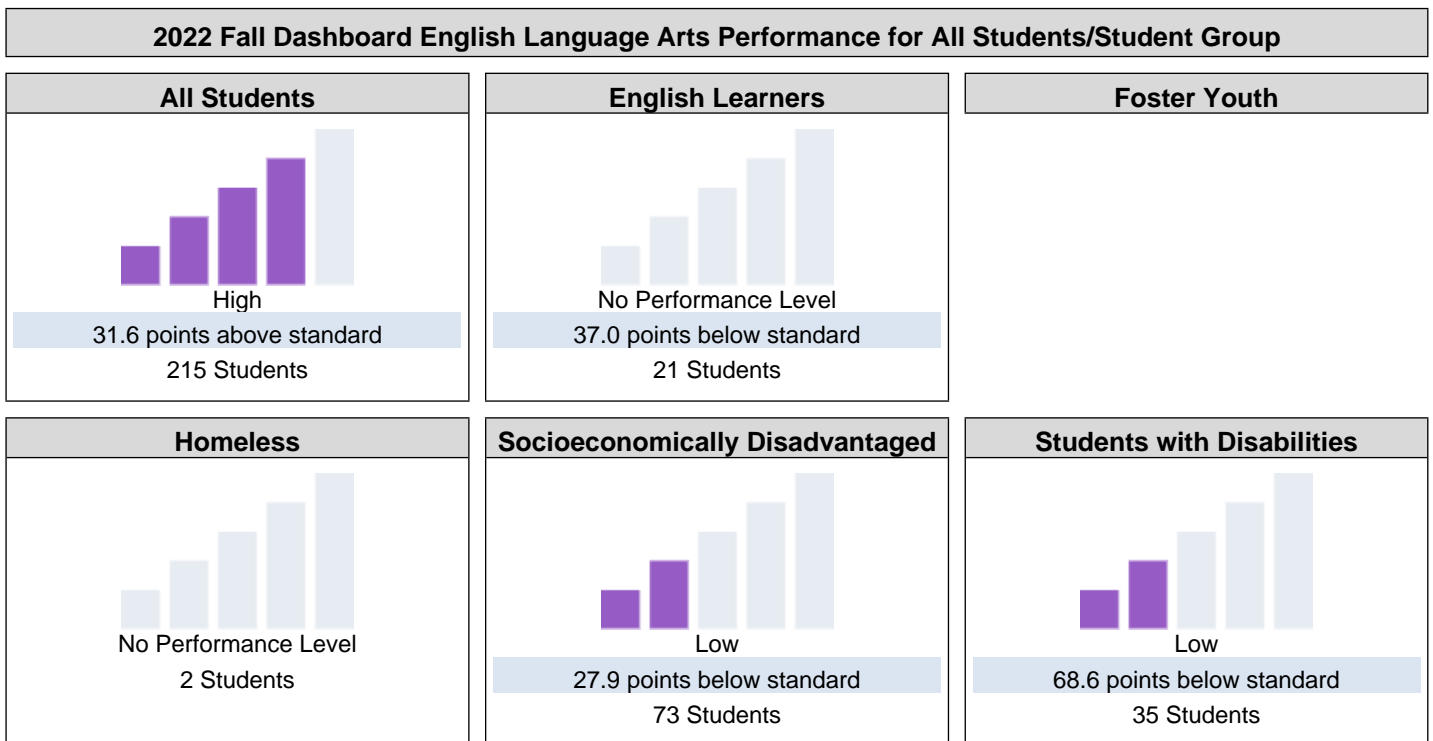
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



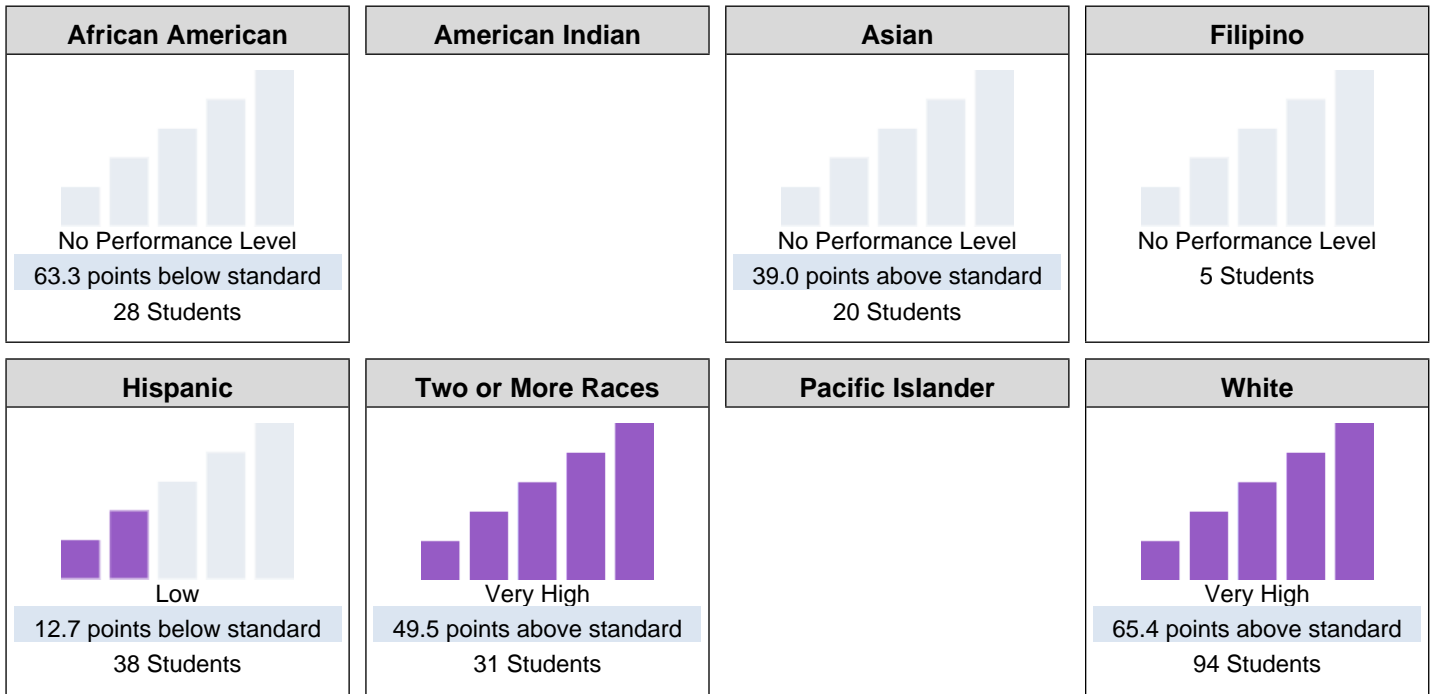
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
82.6 points below standard 12 Students	9 Students	38.5 points above standard 182 Students

**Conclusions based on this data:**

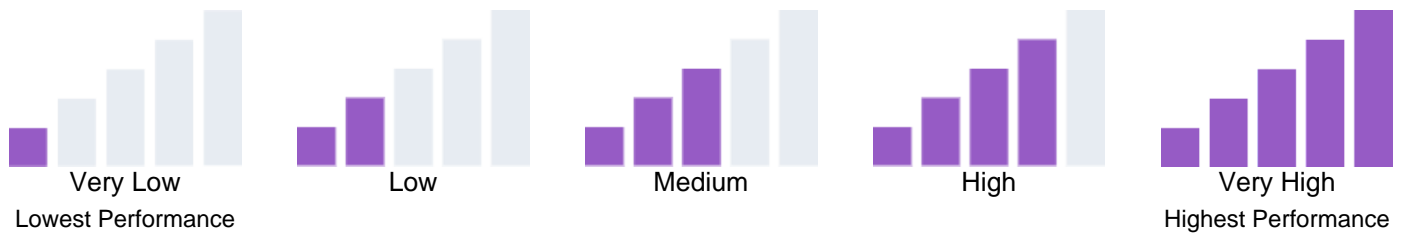
1. The school's instructional focus and available resources should continue be directed to support African American and Latino students, English Learners, socio-economically disadvantaged students and students with disabilities based on CAASPP data.
2. Internal assessments in English Language Arts such as DIBELS and STAR Reading also indicate that continued focus on providing instructional support to African American and Latino students, English Learners, socio-economically disadvantaged students and students with disabilities is needed.

# School and Student Performance Data

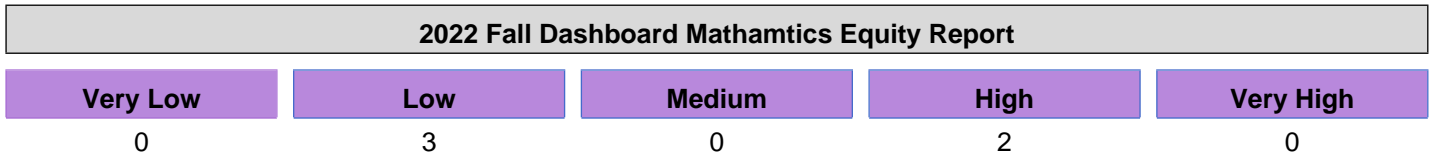
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

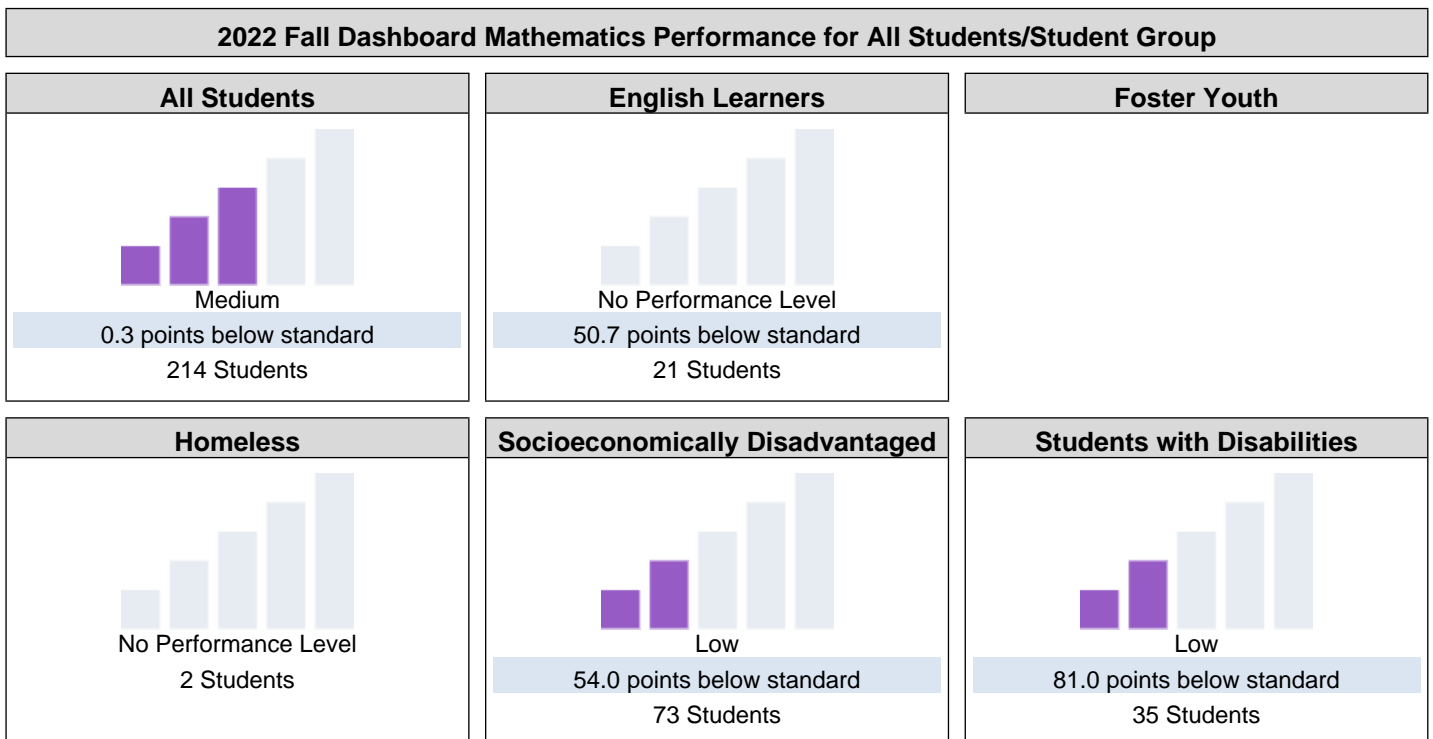
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



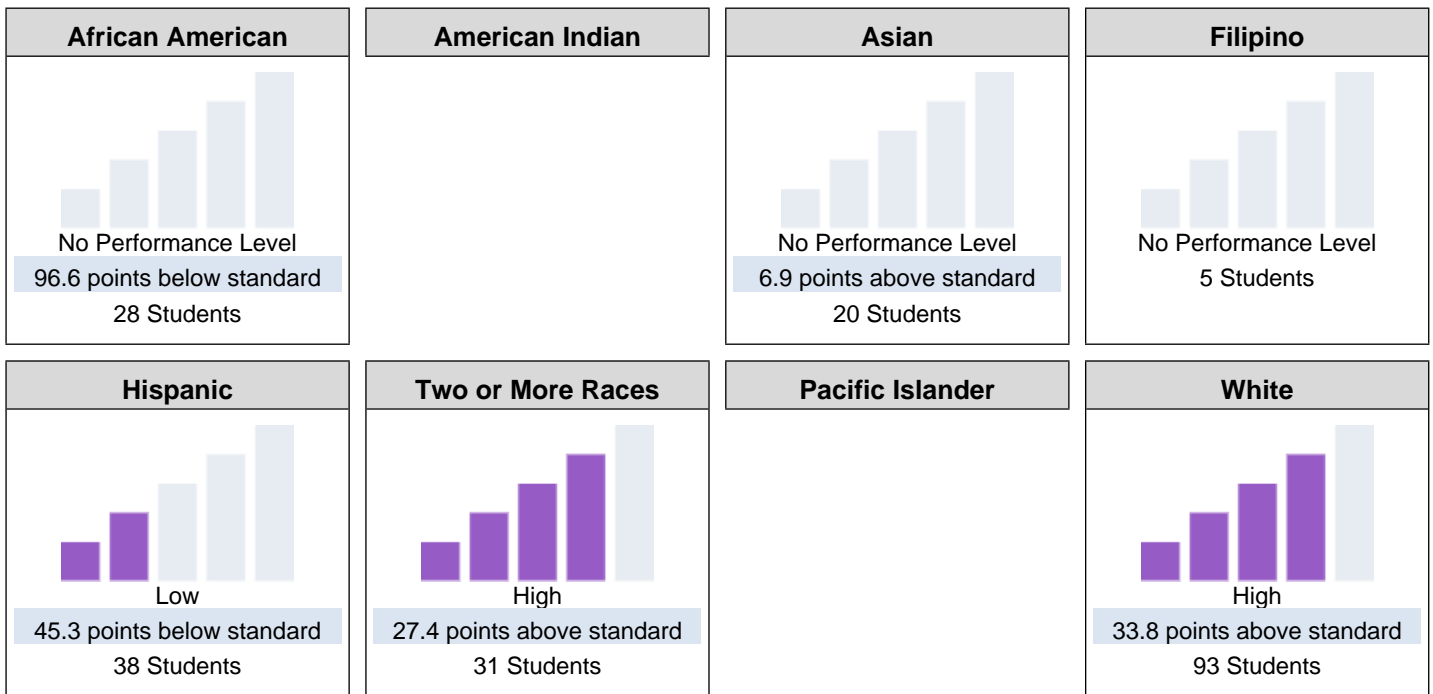
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">86.8 points below standard</p> <p>12 Students</p>	<p>9 Students</p>	<p style="background-color: #e6f2ff;">3.8 points above standard</p> <p>181 Students</p>

**Conclusions based on this data:**

1. The school's instructional focus and available resources in Math should be directed to support African American and Latino students, English Learners, socio-economically disadvantaged students and students with disabilities.
2. Internal assessments in Math such as STAR Math and MAC/MARS also indicate that continued focus on providing instructional support to African American and Latino students, English Learners, socio-economically disadvantaged students and students with disabilities is needed.



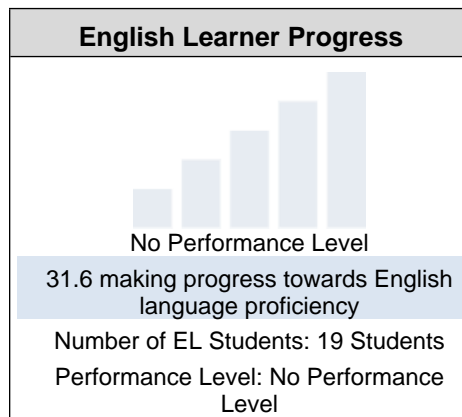
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 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.

### 2022 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
31.6%	36.8%	10.5%	21.1%

#### Conclusions based on this data:

- This is a baseline score for ELPAC scores.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

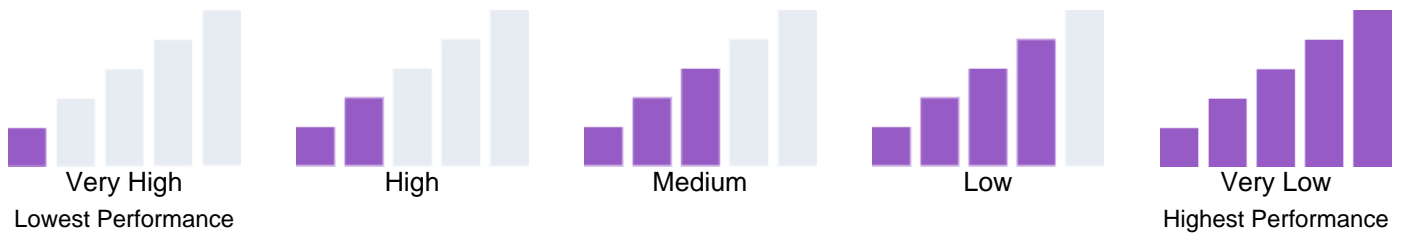
1. N/A- Elementary school.

# School and Student Performance Data

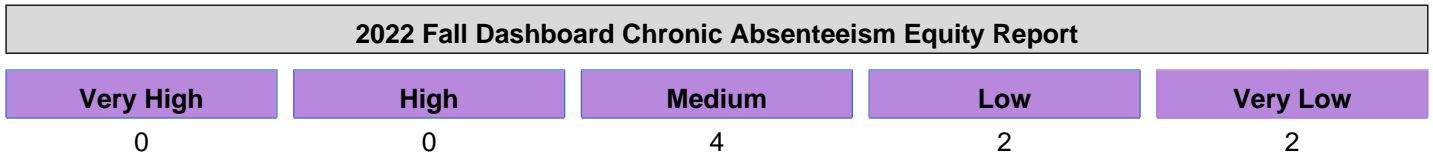
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

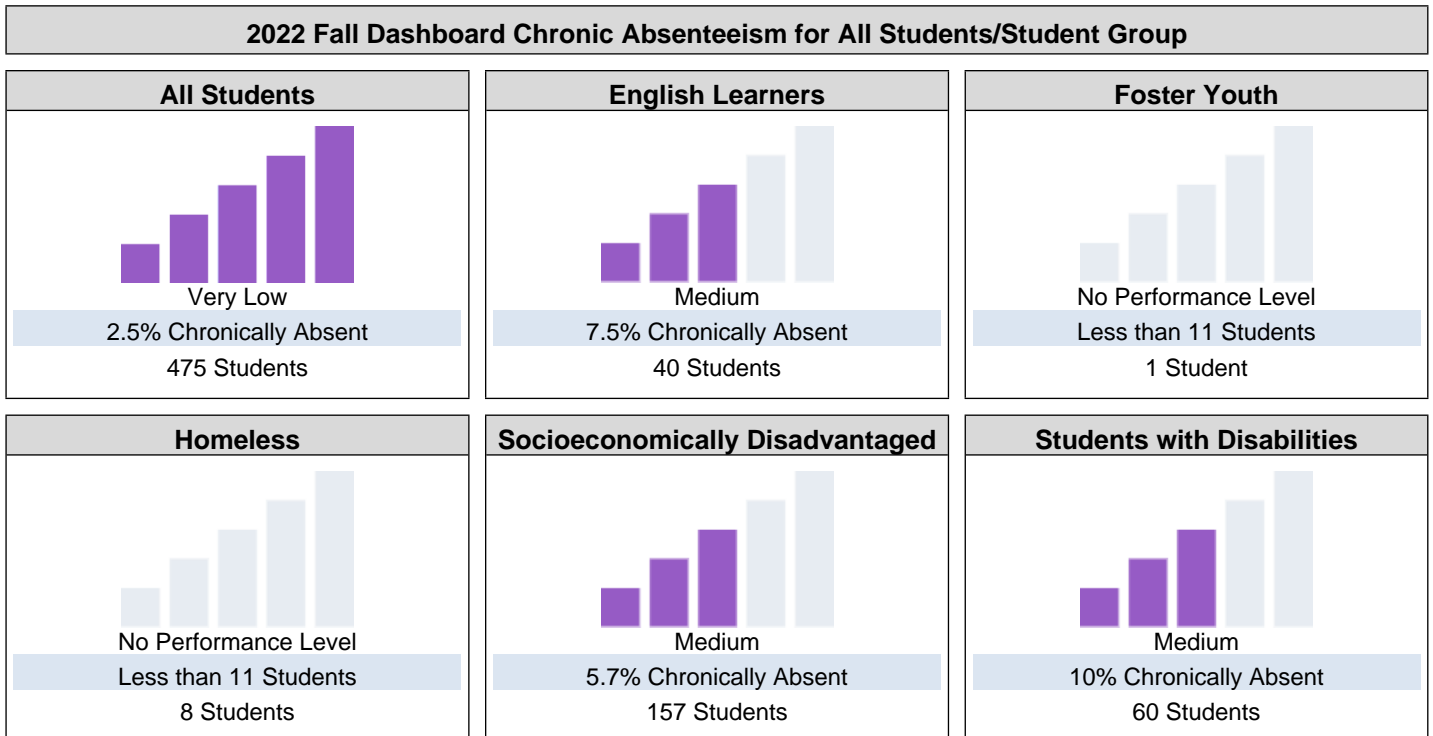
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



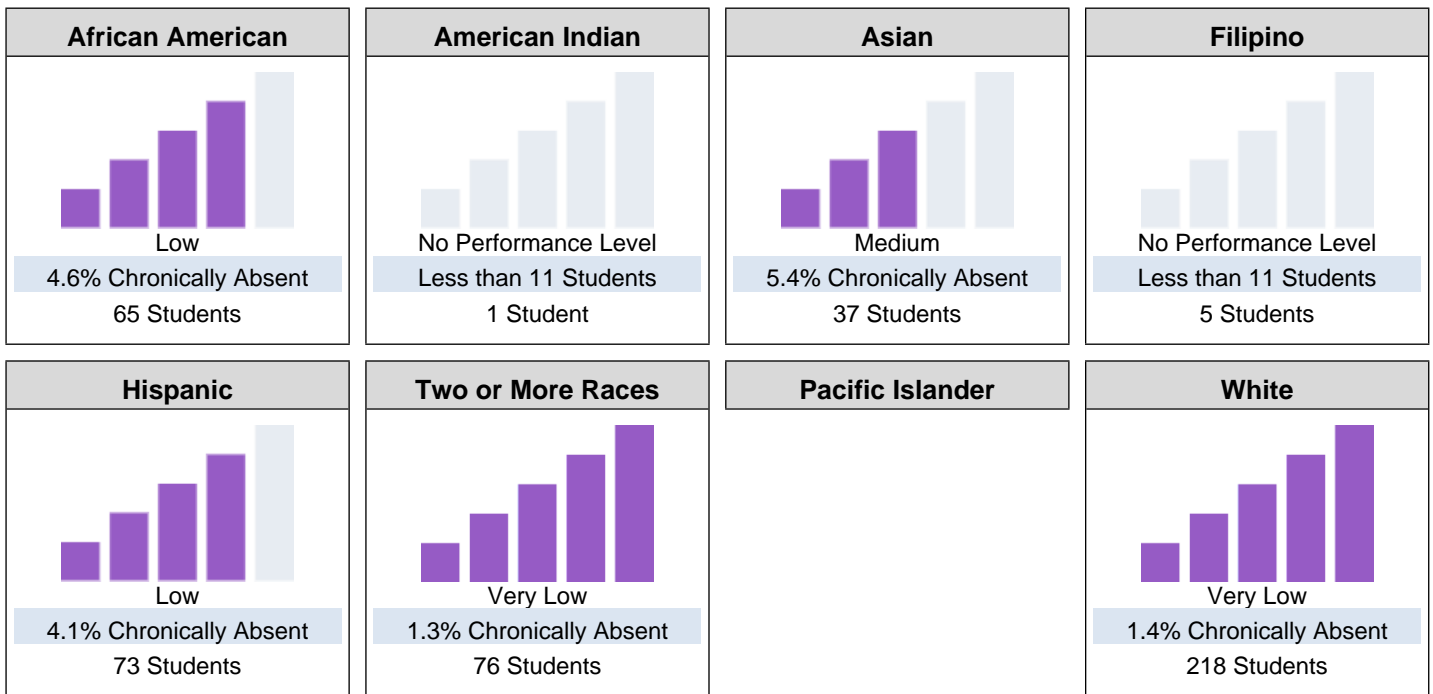
This section provides number of student groups in each level.



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.



**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

- Although chronic absenteeism is not a problem for students overall, the most significant impact that aligns with academic performance on the SBA seems to be for students with disabilities, English Learners and socio-economically disadvantaged students.

# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low  
Lowest Performance

Low

Medium

High

Very High  
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
not applicable		
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

**Conclusions based on this data:**

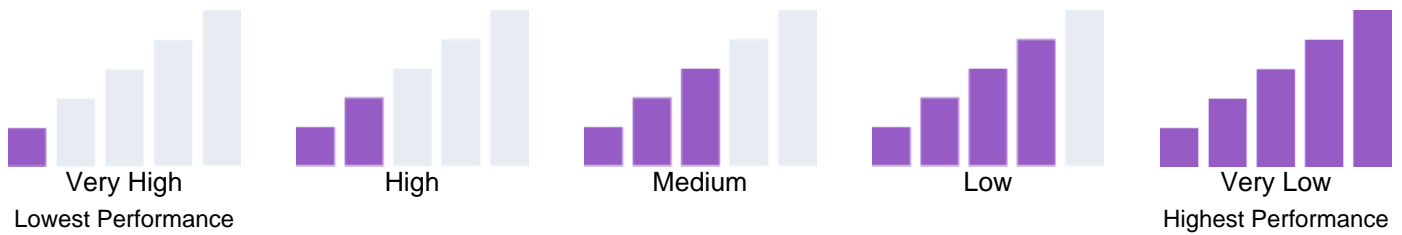
1. N/A

# School and Student Performance Data

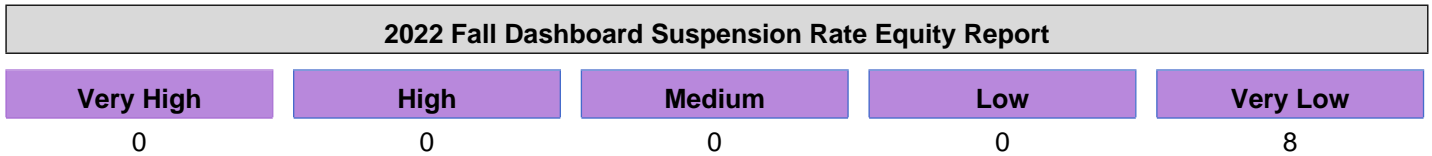
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

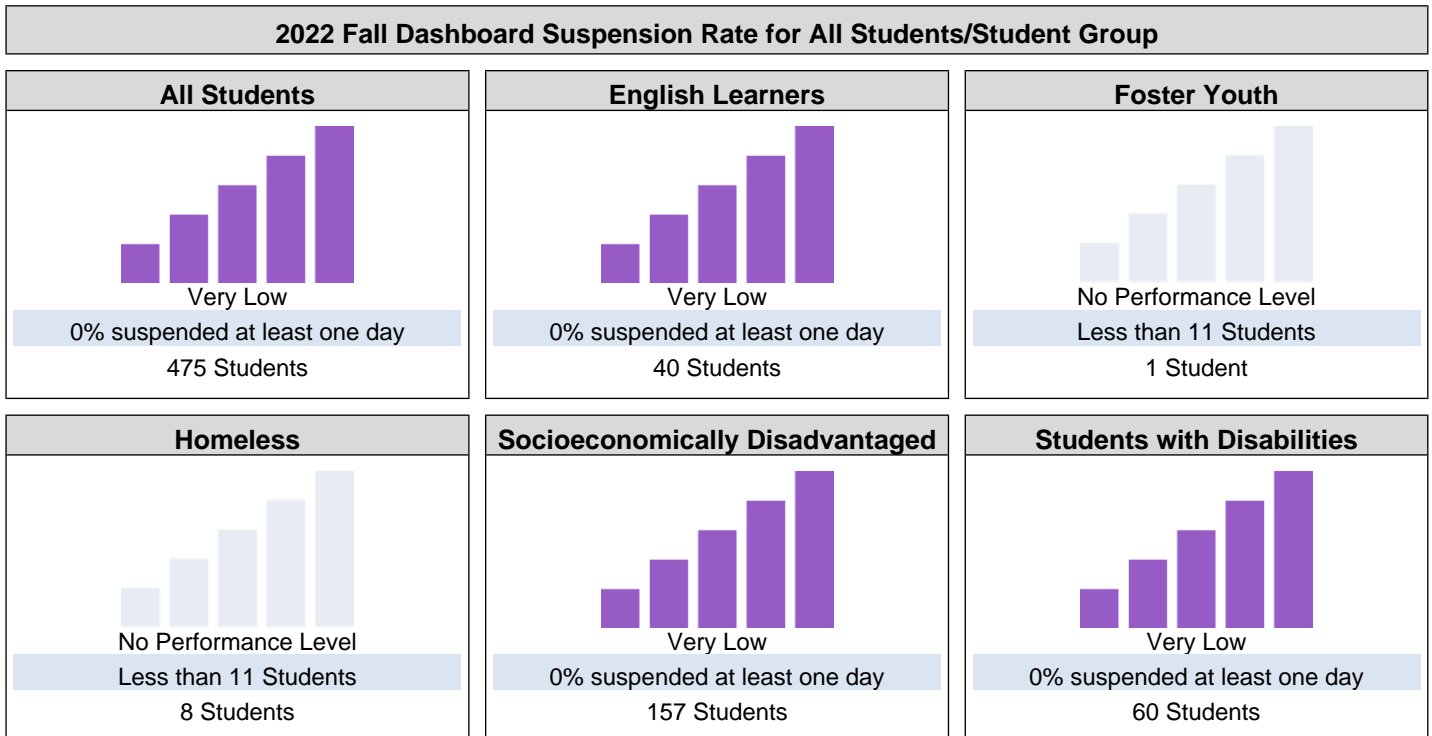
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



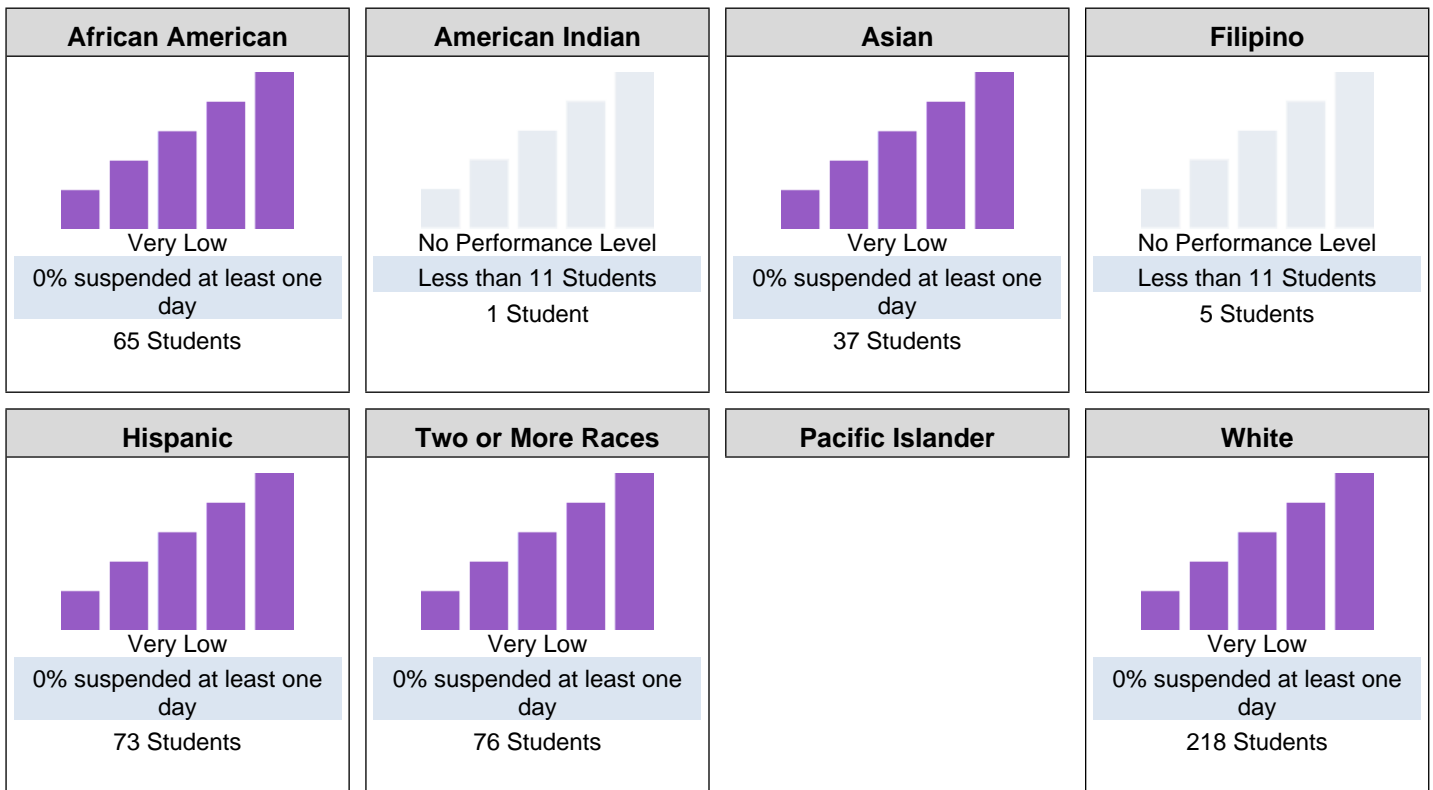
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. Suspensions are not a significant cause of lack of access to instruction.
2. Suspensions are equally low across all groups on campus.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness, ends racial predictability, and ensures that all systems are culturally and linguistically responsive to student needs

### Identified Need

Strong classroom instruction is the first step in ensuring student success. The professional development, collaboration opportunities, and coaching that teachers receive need to focus on plan, pace and strategize on how to best serve all of their students to ensure high academic achievement.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2022-2023 TCRWP Reading	2023-2024 TCRWP Reading Assessments - 5% Increase in students performing at or above grade level when compared to previous year at that trimester.
TCRWP Writing Assessments	2022-2023 TCRWP Writing Assessments	2023-2024 TCRWP Writing Assessments - 5% Increase in students performing at or above grade level when compared to previous year at that trimester.
Math Benchmark Assessments	2022-2023 Math Benchmark Assessments	2023-2024 Math Benchmark Assessments - 5% Increase in students performing at or above grade level in when compared to previous year at that trimester.
STAR 360 Reading and Math Assessment (3rd - 5th)	2022-2023 STAR 360 Reading and Math Assessment	2023-2024 STAR 360 Reading Assessment - 5% Increase in students performing at or above grade level in grades 3rd-5th, when compared to previous year by trimester.
DIBELS (K-2nd grade)	2022-2023 DIBELS Assessment	2023-2024 DIBELS Assessment - 5% Increase in students performing at or above grade level when compared to previous year at that trimester.



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

### Strategy/Activity

#### Professional Development and Coaching in Literacy

- Literacy Coach and RTI Coach will lead whole staff professional development sessions during staff meeting time and facilitate collaborative discussions with teachers each trimester to align our instruction with the Common Core state standards and current educational research in the teaching of reading.
- Literacy Coach will coach and assist K-2 teachers in the implementation and pacing of FastTrack Phonics, and support teachers in connecting the results from the DIBELS assessment to classroom instruction that supports students who are performing below grade level.
- After each reporting period or when new data is available, Literacy Coach 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 with their grade level teacher. Teachers will prepare and revise class schedule for small group reading and strategy groups, since this is an essential component of our literacy program.
- Literacy Coach will provide in-class coaching on effective research-based literacy strategies and classroom structures, prioritizing new teachers, teachers who are new to their grade level, and teachers who are new to the school site.
- Teachers will be released to observe each other and plan with Literacy Coach in order to promote alignment within grade levels around implementation of standards-aligned curriculum.

Expenditure Line 1: Literacy Coach .25 FTE \$34,597 from site BSEP funds (.75 FTE provided by other funds)

Expenditure Line 2: Substitute support to release grade level teams for peer observation and planning: \$4000 (BSEP Carryover Priority 3)

Expenditure Line 3: Unallocated reserve for personnel variance: (BSEP) \$1,922

Expenditure Line 4: Unallocated reserve for personnel variance: (BSEP Carryover Priority 1) \$3,043

### 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)
34597	BSEP
4000	BSEP Carryover
1922	BSEP
3043	BSEP Carryover

## 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 student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), Socio-Economically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities

### Strategy/Activity

#### Professional Development and Coaching in Math

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

- A .9 FTE Math Coach/Intervention Specialist will provide math Coaching for teachers
- 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 three times a year and analyze data from the assessment to plan instruction, with the goal of increasing students' ability to explain their thinking and solve complex problems.
- Math 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 Coach .57 FTE \$80,104 from Title I funds

Expenditure Line 2: Math Coach .10 FTE \$14,053 from BSEP funds

Expenditure Line 3: Math Coach .23 FTE \$32,323 from PTA funds

Expenditure Line 4: Unallocated reserve for personnel variance (Title 1) \$2,403

### 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)
80104	Title I A - Basic Funding

14053	BSEP
32323	PTA
2403	Title I A - Basic Funding

### Strategy/Activity 3

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

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

English Learners

#### Strategy/Activity

English Language Development Support for English Learners:

English Language Development teacher will provide designated English Language Development instruction to English Learners, using district adopted instructional materials.

- English Language Development teacher and trained teachers will conduct annual and initial ELPAC testing. All English Learners will be administered the ELPAC and the results will be used to guide instruction with the EL teacher.
- English Language Development teacher will provide designated ELD support within the classroom to ELs at ELPAC scores of 3 or 4
- English Language Development teacher will provide designated ELD instruction with ELD teacher to ELs at ELPAC levels of 1 or 2
- 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.

Expenditure Line 1: ELD teacher .2 FTE \$28,966 from site BSEP funds (additional .6 FTE from LCAP)

Expenditure Line 1: Teacher hourly to provide additional staffing for ELPAC testing so that ELD instruction is not interrupted by ELPAC testing (\$2000 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)
28966	BSEP
2000	BSEP Carryover

### Strategy/Activity 4

#### 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 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)

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

The action steps in the 22-23 plan were able to be implemented as stated. When comparing to the metrics for the plan, from the beginning of 2022 school year STAR assessment to end of year 2023 STAR assessment, all grade levels had a higher overall average percentile rank in reading. Math was also significantly higher in 4th and 5th grade, with relatively flat progress compared to the mean in 3rd grade.

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

There were no major differences between the intended implementation and the budgeted expenditures in the 22-23 year plan in this goal area. The carryover funding allocated for substitute time to allow for teacher peer coaching was used for Math instead of Language Arts, because the student performance data from the state testing in the 21-22 school year showed that math was a relatively greater area of student need.

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 metrics will be changed to include specific growth targets, since we now have baseline benchmark data, and since the assessment window will be given at the same time in 23-24 as in

22-23, so year-over-year comparisons are valid. Focus for intervention support in math will be adjusted to 4th grade, and coaching support in math will focus on 3rd grade.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

Goal 2: Provide necessary and timely academic interventions to eliminate barriers to student success.

### Identified Need

Students who have fallen behind in core content areas need extra support to help them catch up, and to keep them engaged and successful in school. There is a need for a system to provide support to students based on academic performance and to dynamically monitor their progress over time.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS	In kindergarten for the 22-23 school year, 38% of entering kindergarteners 16% of first graders and 23% of second graders started the school year scoring at "intensive support" on DIBELS.	A reduction in the percentage of total students scoring at intensive support by 5% per semester in kindergarten, and by 3% each trimester in 1st and second.
STAR Reading		
STAR Math		

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

#### Strategy/Activity

Response to Intervention teacher will convene Coordination of Services team to ensure that all available school resources align to meet the needs of a diverse learning community:

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, math RTI, Resource, and Special Education to ensure that intervention 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.

Expenditure Line 1: RTI Coach .1 FTE \$15,443 from site BSEP funds (.6 FTE provided by LCAP)

**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)
15443	BSEP

**Strategy/Activity 2**

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

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

Students in BEARS and LEARNS, student subgroups targeted in the Local Control Accountability Plan (LCAP): English Language Learners (ELs), Socio-Economically Disadvantaged Students, Foster Youth, African American Students, Hispanic or Latino Students, and Students with Disabilities in need of afterschool academic intervention

**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 assessment 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, math, reading and writing intervention 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, \$3,402 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)
3402	District Allocation
5000	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 performing below grade level in Literacy

Strategy/Activity

Strategies and materials for intervention:

In-class or small group interventions for below grade level students:

- The Literacy Coach and RTI Teacher will work with small groups of students performing below grade level in literacy, as identified by local and standardized assessments.
- 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 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 Math

#### Strategy/Activity

In-class or small group interventions for below grade level students:

- Full time Math Coach will provide in-class or small group intervention Support for children performing below grade level as determined by local, state and district assessments
- Math Coach will collaborate with Special Education staff to plan meetings with Instructional Assistants to provide training and support on how best to support students with or without IEPs in math.

### 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: 2022-23

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.

This goal was slightly different in the 2022-23 school year, but overall, services described for interventions in the 22-23 school year plan were able to be delivered without interruption.

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

No major differences.

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 23-24 goal is more focused on interventions with academic outcomes for students, so the steps in this goal focus on those services. The strategies have shifted in math to add more time within the Math Coach schedule to deliver Tier 2 interventions, which was not a viable option in 22-23. Given the large number of students who were behind because of the pandemic, in 22-23 the Math Coach's work focused on supporting frontline instruction in Tier 1.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

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.

### Identified Need

Students and families need to feel welcome at school. Meaningful opportunities for parent participation in their child's education is linked to increased positive student behaviors and academic performance. Clear structures to foster socio-emotional learning, positive behavior and the inclusion of all cultures present at school are all important components of making sure all students have access to education.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Records	Number of students with absenteeism of 10% or more absences for 2022-2023 school year	Reduction in the number of students with 10% or more absences for 2023-2024 school year
PBIS practices	Number of office referrals, "uh-ohs"	Reduction in the number of office referrals for the 23-24 school year
Parent participation	Number of parents attending school events	Maintain participation in student performance, increase number of parents participating in one or more academically focused parent workshop

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

##### Family Engagement:

- Family Engagement Specialist will partner with content area specialists to provide parent trainings in the areas of Literacy, Math and ELD to promote parent participation in trainings and meetings in these areas.

- Family Engagement Specialist will continue to assist families to navigate district and community resources to help support their child's learning and socio-emotional wellbeing.
- Family Engagement Specialist will participate in the Coordination of Services team meeting, to connect families with school and district resources
- With the assistance of the School Service Assistant, Family Engagement Specialist will outreach to families to help remove barriers to student attendance

Expenditure Line 1: \$1748 for Title 1 Parent Involvement

Expenditure Line 2: \$9,439 for .16 FTE School Service Assistant (BSEP site 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)
1748	Title I A - Parent Involvement
9439	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

The schools Visual and Performing Arts program will promote family engagement, inclusion, and social emotional development. Arts program will represent and value the diverse cultural backgrounds of students at the school. Arts program will provide access to standards-based curriculum through arts integration.

- 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, \$17,158 for .16 FTE from PTA

Expenditure Line 2: Art TSA, \$11,152 for .09 FTE from PTA

Expenditure Line 3: Art TSA, \$8,000 for .07 FTE from BSEP Arts Anchor

Expenditure Line 4: Art TSA, \$6,196 for .05 FTE from BSEP site fund

Expenditure Line 5: Drama Instructional Specialist, \$40,085 for .37 FTE from BSEP

Expenditure Line 6: Drama Instructional Specialist, \$41,169 for .38 FTE from PTA

Expenditure Line 7: Dance Instructional Specialist, \$41,487 for .5 FTE from PTA

Expenditure Line 8: Unallocated reserve for personnel variance from PTA, \$4,711

### 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)
17158	PTA
11152	PTA
8000	Other
6196	BSEP
40085	BSEP
41169	PTA
41487	PTA
4711	PTA

### 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

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.

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 4**

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

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

English Learners

Strategy/Activity

English Learner Advisory Committee:

- Continue to grow our parent community centered around the English Learner Advisory Committee meeting 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 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.

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
- 3rd- 5th grade teachers will deliver lessons on Digital Citizenship
- 4th and 5th grade teachers will deliver lessons on prevention of sexual harassment
- 5th grade students will receive Puberty Education curriculum

### 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)

Students who qualify for MediCal, and 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: \$10,000 from City of Berkeley contribution.



Expenditure Line 3: \$10,000 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
10,000	Other
10,000	BSEP Carryover

### Strategy/Activity 7

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

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

4th and 5th grade students

#### Strategy/Activity

PE Teacher will provide instructional support and consultation to K, 4th, and 5th grade teachers in providing in-class P.E. If Proposition 28 money becomes available, PTA funding currently directed towards the arts may shift to staff an Instructional Specialist-PE position, providing recess coaching and supplemental P.E. instruction to teachers in 4th and 5th grade.

- Focus on continued mentorship, sportsmanship and teaching of rules for sports will reduce conflicts on the yard that lead to office referrals.
- Health and physical activity contribute to attendance, school climate and belonging.

Expenditure Line 1: \$16,833 for .12 FTE paid by BSEP site 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)
16833	BSEP
	Other

## Annual Review

### SPSA Year Reviewed: 2022-23

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.

During the 22-23 school year, the school focused on schoolwide implementation of strategies such as PBIS, and held school wide and grade level assemblies to reinforce these norms, as well as holding weekly drawings to recognize students for positive behavior. Teachers implemented classroom SEL lessons. We continued our study of Ghody Muhammad's book as a staff during staff meeting. We will continue to implement our PBIS school systems, and build on these systems.

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

We did not review implementation of actionable equity strategies in our professional development at the beginning of the 2022-23 school year as we had intended, and the Equity committee may revisit this goal in the 23-24 school year.

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 metrics for the original 22-23 goal were mostly met (continuing to have a low chronic absenteeism rate, suspension rate, and rate of office referrals.) Our goals and action steps for this year reflect the need to increase parent participation in meetings related to student achievement. Although we had hundreds of attendees for Literacy Night and Pi Day (math) in 22-23, many of our families most in need of critical engagement in this area were unable to attend.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

Goal 4: Use local and state measures to assess student progress resulting from district programs in order to evaluate and improve planned actions and services.

### Identified Need

Site staff will review and monitor the Site Plan for Student Achievement. The SPSA is the school's road map for the school year.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual Review of SPSA Actions	Annually	Once Per Year
Annual Review of SPSA funds expended	All funds expended	All funds expended

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

#### Strategy/Activity

Site School Plan for Student Achievement (SPSA) Evaluation:

Provide on-going monitoring of the site's School Plan for Student Achievement through School Site Council, English Learner Advisory Committee, Leadership Team, and any other school site committees.

Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.

On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.

#### 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)

0

## Strategy/Activity 2

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

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

All

### Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.

### 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)

0

## Strategy/Activity 3

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

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

All

### Strategy/Activity

System of Local Assessments:

Complete district assessments within the assessment window.

Utilize benchmark and program monitoring data to assess student need for interventions.

Share student assessment data through family communications.

### 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: 2022-23

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.

This is a new goal for the 23-24 school year.

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

This is a new goal for the 23-24 school year.

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.

This is a new goal for the 23-24 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

Goal 5: Increase access to school for our Students Experiencing Homelessness by decreasing chronic absentee and suspension rates.

### Identified Need

Students and families who are experiencing homelessness are more likely to have a high absentee rate, need health and wellness assistance, and academic support.

### Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percent of students who experience homelessness who meet/exceed CAASPP standards in the district	ELA - 27% Math - 22%	ELA - 35% Math - 30%
Chronic Absentee	33%	15%

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)

Students Experiencing Homelessness

#### Strategy/Activity

Supports for Students Experiencing Homelessness:  
  
Collaborate with the district to provide direct services and support to our McKinney-Vento students.

#### 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)
0	

### Strategy/Activity 2

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

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

Students Experiencing Homelessness

Strategy/Activity

Family Engagement - Office of Family Engagement and Equity (OFEE):

Site Staff to provide support in three main focal areas:

- 1) Establishing links between home and school for academic success
- 2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students
- 3) Promoting attendance and access to health services

**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)

0

**Strategy/Activity 3**

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

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

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

Work with the district to identify students at risk due to chronic absenteeism.

Provide incentives to promote attendance.  
On going review of chronic absenteeism data.

Work with the district to support the needs of students experiencing homelessness.

Work with staff to ensure families are connected to the site and available 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)

0

# Annual Review

## SPSA Year Reviewed: 2022-23

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.

This is a new goal for the 23-24 school year.

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

This is a new goal for the 23-24 school year.

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.

This is a new goal for the 23-24 school year.

# 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	\$458,234.00

## 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 (\$)
	\$0.00
BSEP	\$167,534.00
BSEP Carryover	\$24,043.00
District Allocation	\$16,402.00
Other	\$18,000.00
PTA	\$148,000.00
Title I A - Basic Funding	\$82,507.00
Title I A - Parent Involvement	\$1,748.00

Subtotal of state or local funds included for this school: \$458,234.00

Total of federal, state, and/or local funds for this school: \$458,234.00



# 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
Kesha Jenkins	Classroom Teacher
Kathryn Mapps	Classroom Teacher
Mia Parsons	Classroom Teacher
Jocelyn Foreman	Other School Staff
(Vice Principal) Mary Martin	Other School Staff
Jamedra Brown	Parent or Community Member
Alexander Hunt (Principal)	Principal
Mary Lee Kimber Smith	Parent or Community Member
Aura Aparicio	Parent or Community Member
Gerald Liang	Parent or Community Member
Monica Jones, SSC president	Parent or Community Member
Martha Boero	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:


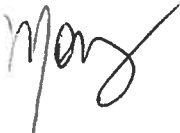
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: PTA

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 11th, 2023.

Attested:

	Principal, Alexander Hunt on 5/11/2023
	SSC Chairperson, Monica Jones on 5/11/2023

Kathy Fleming  
Director of Local Resources



Signature

5/25/23

Date

Jill Hoogendyk  
Associate Superintendent, Educational Services



Signature

5/25/23

Date

**BUDGET SUMMARY 2023-24**

Malcolm X (126) 5/10/23	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	RES.	BGT	FTE	
<b>Budget Item</b>																
Lit Coach	1/1	1102	34,597	0.25			0741-0763	0.75								1.00
RTI TSA	2/1	1102	15,443	0.10						0.60			Dist. LCAP	Dist. TSA	0.20	0.90
RTI TSA		1102											3312	CCEIS Coord.	0.10	0.10
ELD TSA/Literacy TSA	1/3	1102	28,966	0.20						0.60						0.80
Math Intervention TSA	1/2	1102	14,053	0.10	80,104	0.57					32,323	0.23				0.90
Art TSA & Release	3/2	1102	6,196	0.05			0753	0.08			11,152	0.09	0000	release	0.40	0.62
Music Teacher	3/2	1102									17,158	0.16				0.16
PE Teacher	3/7	1102	16,833	0.12									0000	release	0.88	1.00
Extended Day After School Intervention	2/2	1116											Title IV	3,402	59 hrs	
Instructional Specialist - Dance	3/2	2182									41,487	0.50				0.50
Instructional Specialist - Drama	3/2	2182	40,085	0.37							41,169	0.38				0.75
School Service Assistant	3/1	2902	9,439	0.16									0000		0.60	0.76
Parent Involvement	3/1				1,748											
Contract (Counseling)	3/6	5800											Dist-wide	all available		
<b>Unallocated Reserve</b>	1/1, 1/2, 3/2	4380	1,922		2,403						4,711					

<b>Total Expenditures</b>			167,535	1.35	84,255	0.57			1.20	148,000	1.36			3,402		
<b>Revenue Allocation</b>			<u>167,535</u>		<u>84,255</u>					<u>148,000</u>						
			(0)		(0)					0						

**BSEP Carryover Priorities**

Unallocated Reserve	1/1	4380	3,043	Priority 1
Project Connect	2/2	1116	5,000	Priority 3
Subs for PD	1/1	1103	4,000	Priority 3
Counseling Contract	3/6	5800	10,000	Priority 2
Teacher Hourly - ELPAC testing	1/3	1116	2,000	Priority 3
<b>Total Carryover Priorities</b>			<b>24,043</b>	