



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malcolm X Elementary	01-61143-6090286	May 23, 2024	June 12, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous

cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Malcolm X Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

#### 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.

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

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 3
- Plan Description ..... 4
- Educational Partner Involvement ..... 4
- Resource Inequities ..... 4
- Comprehensive Needs Assessment Components ..... 5
  - California School Dashboard (Dashboard) Indicators ..... 5
  - Other Needs ..... 5
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - CAASPP Results..... 9
  - ELPAC Results ..... 14
  - California School Dashboard ..... 18
- Goals, Strategies, & Proposed Expenditures..... 32
  - Goal 1..... 32
  - Goal 2..... 37
  - Goal 3..... 41
  - Goal 4..... 47
  - Goal 5..... 49
- Budget Summary ..... 51
  - Budget Summary ..... 51
  - Other Federal, State, and Local Funds ..... 51
- Budgeted Funds and Expenditures in this Plan ..... 52
  - Funds Budgeted to the School by Funding Source..... 52
  - Expenditures by Funding Source ..... 52
  - Expenditures by Budget Reference ..... 52
  - Expenditures by Budget Reference and Funding Source ..... 52
  - Expenditures by Goal ..... 53
- School Site Council Membership ..... 54
- Recommendations and Assurances ..... 55

# Plan Description

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

This plan is being used by Malcolm X Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## 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.

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

# Educational Partner Involvement

How, when, and with whom did Malcolm X Elementary 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 March 2024 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. All efforts are made to ensure that all groups are represented on all school site and district committees. Berkeley Unified School District provides guidance and oversight 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.

This section is required for all schools eligible for ATSI and CSI.

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. 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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

On the California School Dashboard, indicators for English Language Arts and Math were both in the "Green" performance category for 2023, with suspensions in the "Blue." The overall indicator for Chronic Absenteeism was in the "Orange" category, and represents an area for further focus.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with disabilities were two levels below the all student performance in ELA and Math. No other groups were two or more levels below on the state dashboard.

### Other Needs

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

Using locally collected data such as DIBELS and STAR, there continues to be a need to provide additional support to African American students in ELA and Math, although this is not reflected on the state dashboard.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Malcolm X Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.44%			2
African American	14.1%	13.74%	13.94%	69	65	64
Asian	7.4%	7.82%	7.19%	36	37	33
Filipino	1.0%	1.06%	0.87%	5	5	4
Hispanic/Latino	17.0%	15.01%	14.6%	83	71	67
Pacific Islander	%	%	0%			0
White	46.5%	46.51%	46.84%	227	220	215
Multiple/No Response	13.9%	15.43%	15.9%	68	73	73
<b>Total Enrollment</b>				488	473	459

### 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. Although there were several years of declining enrollment following the pandemic, our October numbers in 22-23 and 23-24 were 459 and 460, respectively. 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. Declining enrollment at the school is reflective of large declines in district-wide enrollment. Because of a need to maintain viable infrastructure at relatively smaller schools in our zone, these schools continue to be assigned the same number of classes, while larger schools have absorbed the districtwide decline in student population.

3. TK students are included in the kindergarten number.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	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 for English Learners increased from .4 FTE to .6 FTE, and the Malcolm X Site Plan allocated an additional .2 FTE for 2023-24 school year to meet the instructional need for English Language Development.



# School and Student Performance Data

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

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	76	0	75	74	0	75	74	0.0	92.6	97.4
Grade 4	67	75	78	0	72	72	0	72	72	0.0	96.0	92.3
Grade 5	63	72	74	0	69	73	0	69	73	0.0	95.8	98.6
All Grades	192	228	228	0	216	219	0	216	219	0.0	94.7	96.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2442.		37.33	40.54		28.00	17.57		21.33	13.51		13.33	28.38
Grade 4		2505.	2505.		44.44	45.83		19.44	19.44		18.06	13.89		18.06	20.83
Grade 5		2541.	2546.		39.13	45.21		24.64	24.66		17.39	10.96		18.84	19.18
All Grades	N/A	N/A	N/A		40.28	43.84		24.07	20.55		18.98	12.79		16.67	22.83

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		32.00	27.03		58.67	55.41		9.33	17.57
<b>Grade 4</b>		38.89	34.72		50.00	55.56		11.11	9.72
<b>Grade 5</b>		39.13	35.62		50.72	53.42		10.14	10.96
<b>All Grades</b>		36.57	32.42		53.24	54.79		10.19	12.79

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		22.67	27.03		60.00	41.89		17.33	31.08
<b>Grade 4</b>		26.39	25.00		54.17	56.94		19.44	18.06
<b>Grade 5</b>		34.78	38.36		46.38	47.95		18.84	13.70
<b>All Grades</b>		27.78	30.14		53.70	48.86		18.52	21.00

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		14.67	21.62		74.67	64.86		10.67	13.51
<b>Grade 4</b>		27.78	19.44		58.33	68.06		13.89	12.50
<b>Grade 5</b>		23.19	20.55		71.01	67.12		5.80	12.33
<b>All Grades</b>		21.76	20.55		68.06	66.67		10.19	12.79

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		17.33	25.68		72.00	60.81		10.67	13.51
<b>Grade 4</b>		25.00	26.39		66.67	62.50		8.33	11.11
<b>Grade 5</b>		30.43	34.25		53.62	49.32		15.94	16.44
<b>All Grades</b>		24.07	28.77		64.35	57.53		11.57	13.70

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**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. The overall scores in Language Arts remained steady from 21-22 to 22-23.
3. Interventions continue to support students who missed access to robust early learning in English Language Arts during the pandemic, as these students move through the grades.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	62	81	76	0	75	74	0	75	74	0.0	92.6	97.4
Grade 4	67	75	78	0	72	74	0	72	74	0.0	96.0	94.9
Grade 5	63	72	74	0	68	73	0	68	73	0.0	94.4	98.6
All Grades	192	228	228	0	215	221	0	215	221	0.0	94.3	96.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2447.		22.67	32.43		32.00	27.03		20.00	13.51		25.33	27.03
Grade 4		2483.	2509.		22.22	36.49		27.78	28.38		29.17	21.62		20.83	13.51
Grade 5		2520.	2530.		35.29	34.25		17.65	20.55		20.59	27.40		26.47	17.81
All Grades	N/A	N/A	N/A		26.51	34.39		26.05	25.34		23.26	20.81		24.19	19.46

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		26.67	39.19		49.33	29.73		24.00	31.08
<b>Grade 4</b>		26.39	31.08		40.28	52.70		33.33	16.22
<b>Grade 5</b>		30.88	35.62		41.18	39.73		27.94	24.66
<b>All Grades</b>		27.91	35.29		43.72	40.72		28.37	23.98

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		24.00	37.84		57.33	41.89		18.67	20.27
<b>Grade 4</b>		33.33	35.14		40.28	52.70		26.39	12.16
<b>Grade 5</b>		32.35	27.40		47.06	52.05		20.59	20.55
<b>All Grades</b>		29.77	33.48		48.37	48.87		21.86	17.65

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		30.67	29.73		54.67	54.05		14.67	16.22
<b>Grade 4</b>		31.94	39.19		44.44	50.00		23.61	10.81
<b>Grade 5</b>		26.47	19.18		54.41	56.16		19.12	24.66
<b>All Grades</b>		29.77	29.41		51.16	53.39		19.07	17.19

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**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. Overall math performance improved, with 52% of students scoring at or above standard in 21-22 and 59% of students scoring at or above standard in 22-23.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## 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	9
1	*	*	*	*	*	*	*	*	*	5	5	7
2	*	*	*	*	*	*	*	*	*	*	5	5
3	*	*	*	*	*	*	*	*	*	*	5	5
4	*	*	*	*	*	*	*	*	*	4	*	5
5	*	*	*	*	*	*	*	*	*	4	5	*
<b>All Grades</b>										20	39	32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.00	20.51	12.50	40.00	38.46	34.38	20.00	23.08	43.75	25.00	17.95	9.38	20	39	32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	35.00	33.33	21.88	35.00	35.90	37.50	25.00	25.64	34.38	5.00	5.13	6.25	20	39	32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.00	7.69	9.38	5.00	20.51	28.13	40.00	48.72	40.63	40.00	23.08	21.88	20	39	32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	*	*	*	*	*	*	*	*	*	*	*	
<b>All Grades</b>	26.32	33.33	31.25	63.16	56.41	62.50	10.53	10.26	6.25	19	39	32	

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	47.06	*	*	41.18	*	*	11.76	*	*	17	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	55.00	43.59	25.00	35.00	46.15	65.63	10.00	10.26	9.38	20	39	32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
<b>K</b>	*	17.65	*	*	70.59	*	*	11.76	*	*	17	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.79	10.26	12.50	42.11	66.67	65.63	42.11	23.08	21.88	19	39	32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.



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
<b>K</b>	*	29.41	*	*	35.29	*	*	35.29	*	*	17	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	15.00	12.82	12.50	50.00	64.10	59.38	35.00	23.08	28.13	20	39	32

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. The small numbers of students in these charts make analysis difficult, since scores are not reported.
2. 55% of Malcolm X EL students made progress on the ELPAC in 22-23, which is higher than the state average of 48.7%. This represents an increase of 23.4% from 21-22 to 22-23.

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>459</b>	<b>29.4</b>	<b>7.6</b>	<b>0.2</b>
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	35	7.6
Foster Youth	1	0.2
Homeless	9	2
Socioeconomically Disadvantaged	135	29.4
Students with Disabilities	56	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	64	13.9
American Indian	2	0.4
Asian	33	7.2
Filipino	4	0.9
Hispanic	67	14.6
Two or More Races	73	15.9
White	215	46.8

**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. There was a relative increase in the percentages of socioeconomically disadvantaged students from 22-23 to 23-24, increasing from 29.4% to 33.04%.

# School and Student Performance Data

## Overall Performance





The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Overall academic performance is high in Language Arts and in Math, meeting state standards for schools.
2. The graph for chronic absenteeism 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

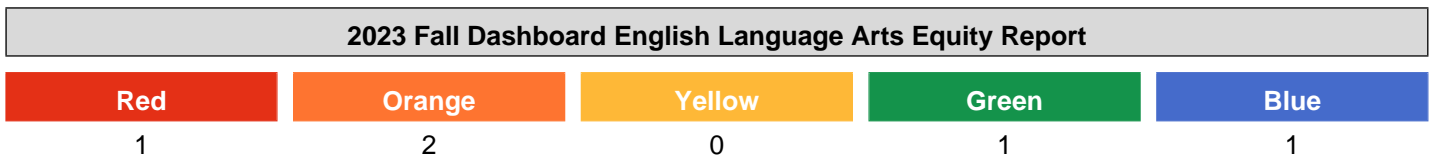
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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







This section provides 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;"><b>All Students</b></p> <div style="text-align: center;">  Green                 </div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">29.8 points above standard</div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">Maintained -1.8 points</div> <p style="text-align: center;">218 Students</p>	<p style="text-align: center;"><b>English Learners</b></p> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">47 points below standard</div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">Decreased -10 points</div> <p style="text-align: center;">16 Students</p>	<p style="text-align: center;"><b>Foster Youth</b></p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">1 Student</p>
<p style="text-align: center;"><b>Homeless</b></p> <p style="text-align: center;">Less than 11 Students</p> <p style="text-align: center;">3 Students</p>	<p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <div style="text-align: center;">  Orange                 </div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">35.8 points below standard</div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">Decreased -7.8 points</div> <p style="text-align: center;">71 Students</p>	<p style="text-align: center;"><b>Students with Disabilities</b></p> <div style="text-align: center;">  Red                 </div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">92.1 points below standard</div> <div style="text-align: center; background-color: #e0f0ff; padding: 2px;">Decreased Significantly -20.3 points</div> <p style="text-align: center;">35 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>113.6 points below standard</p> <p>Decreased Significantly - 48.4 points</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>10 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Orange</p> <p>14.3 points below standard</p> <p>Maintained -1.5 points</p> <p>40 Students</p>	 <p>Blue</p> <p>64 points above standard</p> <p>Increased +14.5 points</p> <p>32 Students</p>	 <p>No Performance Color</p> <p>0 Students</p>	 <p>Green</p> <p>62.3 points above standard</p> <p>Decreased -3.1 points</p> <p>107 Students</p>

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>35.9 points above standard</p> <p>Maintained -2.6 points</p> <p>191 Students</p>

**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. Multiple data sources should be considered, especially in writing since improvements in STAR scores do not match decreases in proficiency for some students on the CAASSP.
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

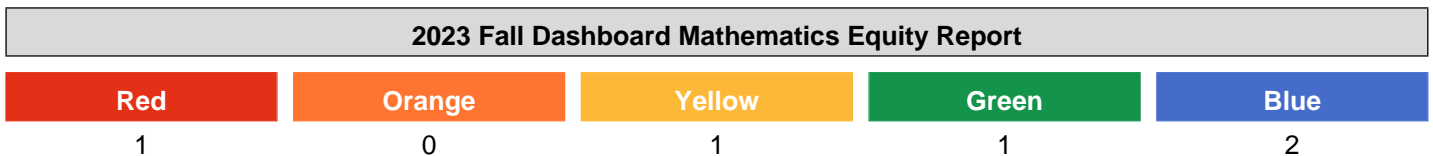
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>12.8 points above standard</p> <p>Increased +13.1 points</p> <p>218 Students</p>	<p><b>English Learners</b></p> <p>43.2 points below standard</p> <p>Increased +7.5 points</p> <p>16 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>43.7 points below standard</p> <p>Increased +10.3 points</p> <p>71 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>97.3 points below standard</p> <p>Decreased -10.5 points</p> <p>35 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
110.5 points below standard Decreased -10.3 points 26 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.8 points below standard Increased Significantly +21.5 points 40 Students	 Blue 52.1 points above standard Increased Significantly +24.7 points 32 Students	 No Performance Color 0 Students	 Blue 37.3 points above standard Increased +3.5 points 107 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 8 Students	Less than 11 Students 8 Students	15.7 points above standard Increased +11.9 points 191 Students

#### Conclusions based on this data:

1. Performance in math increased significantly for students in two subgroups (Latino, Two or more races) and increased for English Learners and Socioeconomically disadvantaged students.
2. Performance in math decreased for African American students, which continues to be an area of focus for the school.



# School and Student Performance Data

## Academic Performance English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
55% making progress towards English language proficiency
Number of EL Students: 20 Students
Performance Level: No Performance Level

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.

### 2023 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
3	6	1	10

#### Conclusions based on this data:

1. ELPAC scores increased significantly, with 55 percent of students progressing at least one level or maintaining at the highest level.
2. The overall performance in ELPAC for ELs increased significantly, with a higher level of growth than the state average.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 3.4% Chronically Absent Increased 0.9 468 Students	<b>English Learners</b>  Yellow 7.5% Chronically Absent Maintained 0 40 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 9 Students	<b>Socioeconomically Disadvantaged</b>  Orange 6.8% Chronically Absent Increased 1 148 Students	<b>Students with Disabilities</b>  Green 7.7% Chronically Absent Declined -2.3 65 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Orange 6% Chronically Absent Increased 1.4 67 Students	Less than 11 Students 1 Student	 Green 3.2% Chronically Absent Declined -2.2 31 Students	Less than 11 Students 4 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Green 4.3% Chronically Absent Maintained 0.2 70 Students	 Yellow 2.6% Chronically Absent Increased 1.3 77 Students	 No Performance Color 0 Students	 Yellow 2.8% Chronically Absent Increased 1.4 218 Students

**Conclusions based on this data:**

1. Chronic absenteeism is an overall area of concern for students, although the school percentage is significantly better than the state and county average.
2. There were increased for chronic absenteeism for white students, African American students, and socioeconomically disadvantaged students.
3. Overall rates of chronic absenteeism for the 22-23 school year were impacted by COVID legislation, since there were still mandatory isolation periods that impacted attendance for many students.

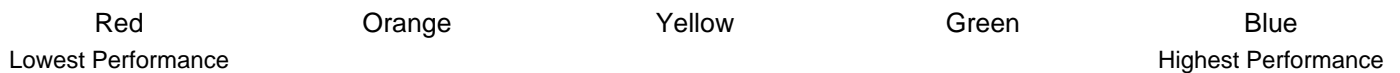
# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

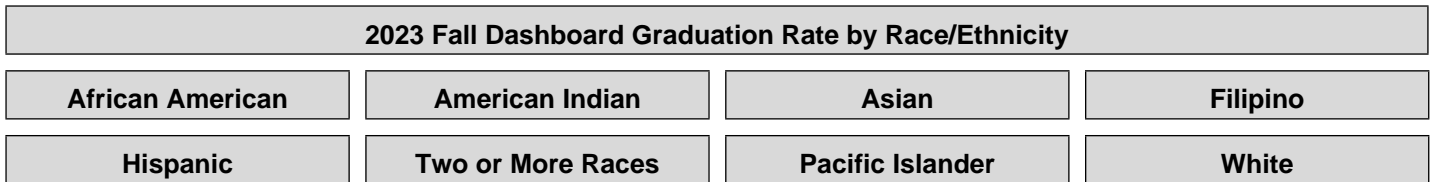
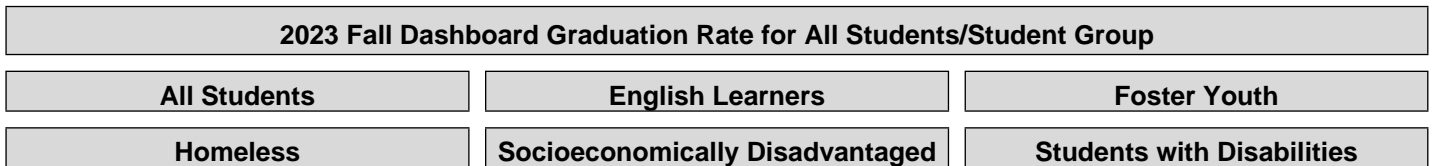
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

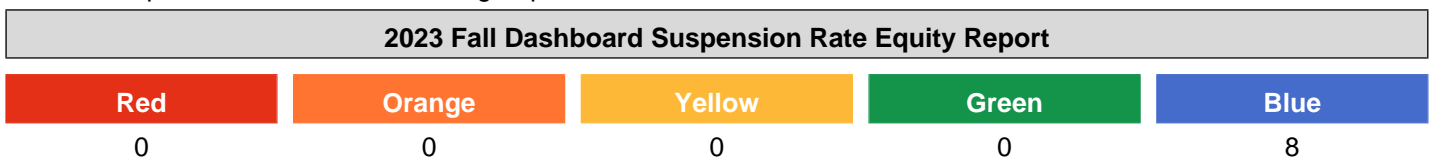
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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













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









This section provides 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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 475 Students</td> </tr> </tbody> </table>	All Students	 Blue	0% suspended at least one day	Maintained 0 475 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 42 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Maintained 0 42 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 2 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 2 Students
All Students												
 Blue												
0% suspended at least one day												
Maintained 0 475 Students												
English Learners												
 Blue												
0% suspended at least one day												
Maintained 0 42 Students												
Foster Youth												
Less than 11 Students 2 Students												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 9 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students 9 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 154 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Blue	0% suspended at least one day	Maintained 0 154 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0% suspended at least one day</td> </tr> <tr> <td>Maintained 0 66 Students</td> </tr> </tbody> </table>	Students with Disabilities	 Blue	0% suspended at least one day	Maintained 0 66 Students
Homeless												
Less than 11 Students 9 Students												
Socioeconomically Disadvantaged												
 Blue												
0% suspended at least one day												
Maintained 0 154 Students												
Students with Disabilities												
 Blue												
0% suspended at least one day												
Maintained 0 66 Students												

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Blue 0% suspended at least one day Maintained 0 70 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 33 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 71 Students	 Blue 0% suspended at least one day Maintained 0 77 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 219 Students

**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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### High Quality Instruction and Curriculum

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS oral reading fluency (3rd - 5th) CORE phonics assessment	new assessment for 3rd-5th	Baseline year for this assessment. Students will take both STAR reading and DIBELS Oral Reading Fluency assessments. Students below benchmark in either will take the CORE phonics assessment.
Math Benchmark Assessments	2023-2024 Math Benchmark Assessments	2024-2025 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)	2023-2024 STAR 360 Reading and Math Assessment	2024-2025 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)	2023-2024 DIBELS Assessment	2024-2025 DIBELS Assessment - 5% Increase in students performing at or above grade level when compared to previous year at that trimester.



## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Professional Development and Coaching in Literacy</p> <ul style="list-style-type: none"> <li>• 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. For 24-25 school year, 3rd - 5th staff will be trained on use of DIBELS to measure oral reading fluency. Literacy Coach will plan and deliver professional development around connecting these assessments to classroom instruction.</li> <li>• 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 in small groups that supports students who are performing below grade level.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul> <p>Expenditure Line 1: Literacy Coach .05 FTE \$6,921</p>	<p>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</p>	<p>6921 BSEP 1102 Certificated Monthly 4000 BSEP Carryover 7038 BSEP 4380 Other/Reserve 1465 BSEP Carryover 4380 Other/Reserve</p>

	<p>from site BSEP funds (.75 FTE provided by other funds)</p> <p>Expenditure Line 2: Substitute support to release grade level teams for peer observation and planning: \$4000 (BSEP Carryover Priority 3)</p> <p>Expenditure Line 3: Unallocated reserve for personnel variance: (BSEP) \$7,038</p> <p>Expenditure Line 4: Unallocated reserve for personnel variance: (BSEP carryover)\$1,465</p>		
1.2	<p>Professional Development and Coaching in Math</p> <p>Ensure implementation of high quality mathematics instruction based on the Common Core standards-based curriculum.</p> <ul style="list-style-type: none"> <li>• A .9 FTE Math Coach/Intervention Specialist will provide math Coaching for teachers</li> <li>• Math Coach will work with teachers and students in specific grade levels, and plan staff wide professional development coaching and intervention.</li> <li>• 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.</li> <li>• 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.</li> <li>• Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning in math.</li> </ul> <p>Expenditure Line 1: Math Coach .42 FTE \$59,322 from Title I funds</p> <p>Expenditure Line 2: Math Coach .10 FTE \$14,124 from BSEP funds</p> <p>Expenditure Line 3: Math Coach .38 FTE \$53,673 from PTA funds</p> <p>Expenditure Line 4: Unallocated reserve for personnel variance (Title 1) \$2,897</p>	<p>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</p>	<p>59322 Title I A - Basic Funding 1102 Certificated Monthly</p> <p>14124 BSEP 1102 Certificated Monthly</p> <p>53673 PTA 1102 Certificated Monthly</p> <p>2897 Title I A - Basic Funding 4380 Other/Reserve</p>
1.3	<p>English Language Development Support for English Learners:</p> <p>English Language Development teacher will provide designated English Language Development instruction to English Learners, using district adopted instructional materials.</p> <ul style="list-style-type: none"> <li>• English Language Development teacher and trained teachers will conduct annual and initial ELPAC testing. All English Learners will be administered the</li> </ul>	<p>English Learners</p>	<p>59099 BSEP 1102 Certificated Monthly</p>

	<p>ELPAC and the results will be used to guide instruction with the EL teacher.</p> <ul style="list-style-type: none"> <li>English Language Development teacher will provide designated ELD support within the classroom to ELs at ELPAC scores of 3 or 4</li> <li>English Language Development teacher will provide designated ELD instruction with ELD teacher to ELs at ELPAC levels of 1 or 2</li> <li>Malcolm X classroom teachers will collaborate with ELD teacher to support English Learners during core instruction in the classroom</li> <li>Strategies for engaging and supporting English Learners during the Language Arts block will be implemented following the EL guide from TCRWP.</li> </ul> <p>Expenditure Line 1: ELD teacher/Literacy Intervention .4 FTE \$50,099 from site BSEP funds (additional .6 FTE from LCAP)</p>		
1.4	<p>Instructional Minutes:</p> <ul style="list-style-type: none"> <li>Staff will review review revised BUSD instructional minutes to ensure a guaranteed viable curriculum at Tier 1 for all students in core content areas.</li> <li>Teachers will create schedules based on new instructional minutes.</li> <li>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.</li> <li>Administrators will review schedules to ensure that there is adequate time allocated to contact areas in line with revised minutes, and monitor implementation.</li> </ul>	All students	

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

The strategies from the 23-24 SPSA were able to be implemented and action steps were completed as stated. Progress on the goals was uneven across grade levels, with the additional of a number of new students in 5th grade.

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

The use of the TCRWP Reading assessment was discontinued as a required assessment by the school district, so some goals that were tied to the use of this assessment were unable to be measured.

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 goal will be updated to include the new measure being implemented by the school district K-5th grade, using DIBELS as the consistent basis for measuring reading fluency.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Cultural and Linguistic Responsiveness

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
DIBELS	End of year DIBELS scores for K-2nd grade 21-22 were 24% below benchmark, 21% below benchmark in 22-23 and 14% below benchmark in 23-24.	A reduction in the percentage of total k-2nd grade students scoring below benchmark to 10% by the end of 24-25. Establishment of a baseline year for DIBELS ORF in 3rd-5th grade.
STAR Reading	End of year STAR Reading for 23-24 27% of 3rd graders, 27% of 4th graders and 33% of 5th graders scored below the 50% percentile	By cohort, a reduction of 5% in the percentage of students scoring below benchmark in each grade for the end of year scores in 24-25.
STAR Math	End of year STAR math for 23-24 32% of 3rd graders, 43% of 4th graders and 22% of 5th graders scored below the 50% percentile	By cohort, a reduction of 10% in the percentage of students scoring below benchmark in each grade for the end of year scores in 24-25. Establishment of baseline for K-2 in STAR math.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Response to Intervention teacher will convene Coordination of Services team to ensure that all	All kindergarten through fifth grade students, with	31299 BSEP

	<p>available school resources align to meet the needs of a diverse learning community:</p> <p>For all students:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• CoS team will hold bi-weekly meetings to monitor services, and determine school-wide needs.</li> <li>• CoS team will hold separate meetings to case manage identified general education students in need of more specific interventions.</li> <li>• Continue to hold weekly SST meetings and follow-up for students who are referred.</li> </ul> <p>Expenditure Line 1: RTI Coach .2 FTE \$31,299 from site BSEP funds (.7 FTE provided by LCAP/BSEP)</p>	<p>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</p>	<p>1102 Certificated Monthly</p>
<p><b>2.2</b></p>	<p>Make maximum use of the opportunities for extended learning time during the school's afterschool programs, summer and breaks:</p> <p>Coordination:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use assessment data to determine priorities for referral to BEARS and LEARNS afterschool classes and summer program.</li> <li>• 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.</li> </ul> <p>Intervention:</p> <ul style="list-style-type: none"> <li>• Small group tutoring after school with credentialed teachers and Instructional Assistants, connected to school day learning (Project Connect, math, reading and writing intervention groups)</li> </ul>	<p>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</p>	<p>3769 District Allocation 1116 Certificated Hourly</p> <p>5000 BSEP Carryover 1116 Certificated Hourly</p>

	<ul style="list-style-type: none"> <li>• One-on-one tutoring with Cal Berkeley students through the BUILD tutor program</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Supplemental online lessons available to identified students in Project Connect, in class, and after school.</li> <li>• 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.</li> </ul> <p>Extended Learning:</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p>Expenditure Line 1: Project Connect teacher hourly after-school intervention, \$3,769 from Title IV  Expenditure Line 2: Project Connect teacher hourly after-school intervention, \$5,000 from BSEP carryover (priority #3)</p>		
<p><b>2.3</b></p>	<p>Strategies and materials for intervention:</p> <p>In-class or small group interventions for below grade level students:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Resource Specialist and Full Inclusion Teacher will provide in-class and small group interventions to students with IEP's and general education students.</li> <li>• RSP and Full Inclusion Teacher will support classroom teachers with individual strategies and materials for students with IEP's and general education students.</li> <li>• CoS team will meet to monitor and track student progress, and plan interventions.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• small group reading/strategy group materials at different levels available to all classrooms</li> <li>• Reading, writing, spelling, and other appropriate classroom materials, (including those for ELs), equipment, and furniture will be available for all classrooms.</li> </ul>	<p>Students performing below grade level in Literacy</p>	

	<ul style="list-style-type: none"> <li>Standards-based assessment and other intervention materials will be purchased to replace or supplement the current materials and to accompany District staff development.</li> </ul>		
2.4	<p>In-class or small group interventions for below grade level students:</p> <ul style="list-style-type: none"> <li>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</li> <li>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.</li> </ul>	Students performing below grade level in Math	

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

DIBELS scores in K-2 went from 34% of students scoring below benchmark at the beginning of the year to 14% of students scoring below benchmark by the end of the year. This shows that interventions and classroom instruction are reducing the number of students without skills necessary to access grade level text.

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

The activities were able to be implemented as planned.

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

The metrics were changed to reflect a goal of reducing the percentage of students scoring below the 50th percentile, since this is a more accurate way to gauge the effectiveness of interventions than measuring by the state benchmark, since the cut scores do not register where most students in intervention start in their reading.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Safe, Welcoming and Inclusive School Climate

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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 2024-2025 school year
PBIS practices	Number of office referrals, "uh-ohs"	Reduction in the number of office referrals for the 24-25 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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Family Engagement: <ul style="list-style-type: none"> <li>Family Engagement Specialist will partner with content area specialists to provide parent trainings in the areas of Literacy, Math and ELD to promote</li> </ul>	All Transitional Kindergarten through fifth grade students with a focus on the subgroups targeted in the Local Control Accountability Plan	846 Title I A - Parent Involvement 4380 Other/Reserve 10798 BSEP 2102 Classified Monthly

	<p>parent participation in trainings and meetings in these areas.</p> <ul style="list-style-type: none"> <li>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.</li> <li>Family Engagement Specialist will participate in the Coordination of Services team meeting, to connect families with school and district resources</li> <li>With the assistance of the School Service Assistant, Family Engagement Specialist will outreach to families to help remove barriers to student attendance</li> </ul> <p>Expenditure Line 1: \$846 for Title 1 Parent Involvement  Expenditure Line 2: \$10,798 for .18 FTE School Service Assistant (BSEP site funds)  Expenditure Line 3: \$10,798 for .18 FTE School Service Assistant (PTA funds)</p>	(LCAP): English Language Learners (EL), Socio-Economically Disadvantaged Students, Foster-Youth, African-American Students, Hispanic or Latino Students, Students with Disabilities	10798 PTA 2102 Classified Monthly
3.2	<p>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.</p> <ul style="list-style-type: none"> <li>Instructional Specialist to provide training in arts integration at staff meetings, coordinate performances and lead Arts Anchor Committee.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>Arts teachers will set goals in these areas for the year (standards alignment and inclusivity) and review them at the end of the year.</li> <li>DANCE: All students will have the opportunity to learn healthy fitness habits through an integrated physical</li> </ul>	All students	17205 PTA 1102 Certificated Monthly  10334 PTA 1102 Certificated Monthly  8000 Other 1102 Certificated Monthly  5741 BSEP 1102 Certificated Monthly  42080 BSEP 2102 Classified Monthly  43218 Other 2102 Classified Monthly  15423 Other 2102 Classified Monthly  6813 PTA 4380 Other/Reserve  16280 PTA 2102 Classified Monthly

	<p>education program that includes weekly dance class during PE time.</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• MUSIC: TK-5th grade students will learn the fundamentals of music, both instrumental and choral, through weekly music lessons with the Music Teacher.</li> <li>• ART: K-5 grade students will have the exposure to drawing, painting, sculpture, photography, and printmaking through classes with the Art Teacher.</li> </ul> <p>Expenditure Line 1: Music Teacher, \$17,205 for .16 FTE from PTA  Expenditure Line 2: Art TSA, \$10,334,152 for .09 FTE from PTA  Expenditure Line 3: Art TSA, \$8,000 for .07 FTE from BSEP Arts Anchor  Expenditure Line 4: Art TSA, \$5,741 for .05 FTE from BSEP site fund  Expenditure Line 5: Drama Instructional Specialist, \$42,080 for .37 FTE from BSEP  Expenditure Line 6: Drama Instructional Specialist, \$43,218 for .38 FTE from Prop 28  Expenditure Line 7: Dance Instructional Specialist, \$15,423 for .18 FTE from Prop 28  Expenditure Line 8: Unallocated reserve for personnel variance from PTA, \$6,813  Expenditure Line 9: Dance Instructional Specialist, \$16,280 for .19 FTE from PTA  Expenditure Line 10: Dance Instructional Specialist, \$10,951 for .13 FTE from PTA</p>		<p>10951  PTA  2102 Classified Monthly</p>
<p><b>3.3</b></p>	<p>Equity Team: The Malcolm X Equity Team will meet plan activities that build staff and institutional capacity to serve all students.</p> <ul style="list-style-type: none"> <li>• Team will work with Family Engagement Specialist to promote practices that build positive cross-cultural relationships with parents.</li> <li>• 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 plan training for staff in implicit bias, as a way to help staff examine whether implicit bias is a factor in the disproportionality of student referrals.</li> <li>• Team will examine policies and practices at the school and recommend options that would help increase equitable outcomes for students.</li> <li>• Team will investigate options for including restorative practices into our school wide discipline menu. Team will</li> </ul>	<p>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</p>	

	<p>plan professional development for staff in this area.</p> <p>Equity Training/Strategies/Materials:</p> <ul style="list-style-type: none"> <li>• Teachers will attend cultural competency training offered by the district if available.</li> <li>• Equity Teacher Leader will partner with administration, Leadership team, and Equity team to plan professional development for staff during staff development time.</li> <li>• Teachers will utilize strategies of instruction and materials that are culturally relevant to all students.</li> <li>• Teachers will meet to collaborate on the planning of culturally responsive lessons.</li> <li>• Culturally responsive texts, books, and curriculum materials will be available in every classroom.</li> <li>• Development of library collection and scheduled author visits will continue to focus on representing the diversity of the student community.</li> </ul>		
<b>3.4</b>	<p>English Learner Advisory Committee:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	English Learners	
<b>3.5</b>	<p>Schoolwide Positive Behavior Interventions &amp; Support. (PBIS)</p> <ul style="list-style-type: none"> <li>• Continue calendar of behavior lessons regarding schoolwide rules (Be Safe, Be Respectful, Be Responsible, Be a Scholar)</li> <li>• Staff will teach lessons to all students reviewing these rules at the beginning of the year.</li> <li>• CBGs (Caught Being Good) tickets will be awarded to recognize positive behavior. Class</li> </ul> <p>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.</p>	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	2911 Other 4380 Other/Reserve

	<ul style="list-style-type: none"> <li>Staff will conduct data review of suspensions, office referrals, and Uh Oh's, each trimester including data disaggregated based on student demographics.</li> </ul> <p>Social Emotional Curriculum:</p> <ul style="list-style-type: none"> <li>Staff will teach Toolbox social-emotional curriculum to all grades, TK-5th.</li> <li>Staff will deliver Welcoming Schools lessons to all grades TK-5th</li> <li>3rd- 5th grade teachers will deliver lessons on Digital Citizenship</li> <li>4th and 5th grade teachers will deliver lessons on prevention of sexual harassment</li> <li>5th grade students will receive Puberty Education curriculum</li> </ul> <p>Expenditure Line 1 (from 3.2) : \$2,911 for personnel variance from Prop 28</p>		
<b>3.6</b>	<p>Counseling Support:</p> <ul style="list-style-type: none"> <li>BACR counselor will meet with individual students and groups of students to provide individual and group therapy.</li> <li>BACR counselor will work with Social Emotional Learning committee to provide weekly SEL lessons for all staff.</li> <li>BACR counselor will participate in the Coordination of Services Team</li> <li>In addition to the 1.0 counseling position provided to each elementary school, carryover funding will fund a .4 FTE counseling intern, to serve the needs of a larger student population.</li> </ul> <p>Expenditure Line 1: \$8,464 from BSEP carryover funds Expenditure Line 2: \$6,536 from PTA</p>	<p>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</p>	<p>8,464 BSEP Carryover 5800 Contracted Services (inc software subscriptions)</p> <p>6536 PTA 5800 Contracted Services (inc software subscriptions)</p>
<b>3.7</b>	<p>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.</p> <ul style="list-style-type: none"> <li>Focus on continued mentorship, sportsmanship and teaching of rules for sports will reduce conflicts on the yard that lead to office referrals.</li> <li>Health and physical activity contribute to attendance, school climate and belonging.</li> </ul> <p>Expenditure Line 1: \$17,026 for .12 FTE paid by</p>	<p>4th and 5th grade students</p>	<p>17026 PTA 1102 Certificated Monthly</p>

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

These strategies were effective in creating a

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

These activities were able to be implemented as stated in the 23-24 plan. Carryover priorities for the 23-24 year weren't able to be address due to lack of funding, and there is a continued need for recess coaching.

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.

No changes will be made.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

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

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

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

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>Site School Plan for Student Achievement (SPSA) Evaluation:</p> <p>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.</p> <p>Complete annual SPSA Evaluation Document with School Site Council and English Learner Advisory Committee.</p>	All	0



	On-going meetings with Leadership Team to review and analyze CA Dashboard and Educlimber data.		
4.2	<p>Program Evaluation Support:</p> <p>On-going meetings with Leadership Team to review data.</p> <p>Utilize Educlimber to track and monitor student progress.</p> <p>Engage School Site Councils, English Learner Advisory Committee, and other site committees in listening sessions.</p>	All	0
4.3	<p>System of Local Assessments:</p> <p>Complete district assessments within the assessment window.</p> <p>Utilize benchmark and program monitoring data to assess student need for interventions.</p> <p>Share student assessment data through family communications.</p>	All	0

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

The site evaluated the previous year's SPSA in collaboration with our SSC. This supported the development of the 2024-2025 SPSA. District assessments and program evaluation were an ongoing process that also supported the development of the 2024-2025 SPSA.

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.

This will continue to be a priority.



# 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

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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%

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Supports for Students Experiencing Homelessness:  Collaborate with the district to provide direct services and support to our McKinney-Vento students.	Students Experiencing Homelessness	0
5.2	Family Engagement - Office of Family Engagement and Equity (OFEE):  Site Staff to provide support in three main focal areas:	Students Experiencing Homelessness	0

	<p>1) Establishing links between home and school for academic success</p> <p>2) Improving behavioral supports for students by helping families build trusting relationships with school staff and students</p> <p>3) Promoting attendance and access to health services</p>		
<b>5.3</b>	<p>Intervention Services for Students Experiencing Homelessness:</p> <p>Work with the district to identify students at risk due to chronic absenteeism.</p> <p>Provide incentives to promote attendance. On going review of chronic absenteeism data.</p> <p>Work with the district to support the needs of students experiencing homelessness.</p> <p>Work with staff to ensure families are connected to the site and available resources.</p>	Students Experiencing Homelessness	0

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Overall we need to prioritize the implementation of this goal.

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.

Reaching out earlier to families, especially those that we know have attendance issues.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$482,031.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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	\$177,100.00
BSEP Carryover	\$18,929.00
District Allocation	\$3,769.00
Other	\$69,552.00
PTA	\$149,616.00
Title I A - Basic Funding	\$62,219.00
Title I A - Parent Involvement	\$846.00

Subtotal of state or local funds included for this school: \$482,031.00

Total of federal, state, and/or local funds for this school: \$482,031.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

### Expenditures by Funding Source

Funding Source	Amount
	0.00
BSEP	177,100.00
BSEP Carryover	18,929.00
District Allocation	3,769.00
Other	69,552.00
PTA	149,616.00
Title I A - Basic Funding	62,219.00
Title I A - Parent Involvement	846.00

### Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00
1102 Certificated Monthly	282,744.00
1116 Certificated Hourly	8,769.00
2102 Classified Monthly	149,548.00
4380 Other/Reserve	21,970.00
5800 Contracted Services (inc software subscriptions)	15,000.00

### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1102 Certificated Monthly	BSEP	117,184.00
2102 Classified Monthly	BSEP	52,878.00
4380 Other/Reserve	BSEP	7,038.00
	BSEP Carryover	4,000.00

1116 Certificated Hourly	BSEP Carryover	5,000.00
4380 Other/Reserve	BSEP Carryover	1,465.00
5800 Contracted Services (inc software subscriptions)	BSEP Carryover	8,464.00
1116 Certificated Hourly	District Allocation	3,769.00
1102 Certificated Monthly	Other	8,000.00
2102 Classified Monthly	Other	58,641.00
4380 Other/Reserve	Other	2,911.00
1102 Certificated Monthly	PTA	98,238.00
2102 Classified Monthly	PTA	38,029.00
4380 Other/Reserve	PTA	6,813.00
5800 Contracted Services (inc software subscriptions)	PTA	6,536.00
1102 Certificated Monthly	Title I A - Basic Funding	59,322.00
4380 Other/Reserve	Title I A - Basic Funding	2,897.00
4380 Other/Reserve	Title I A - Parent Involvement	846.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	208,539.00
Goal 2	40,068.00
Goal 3	233,424.00
Goal 4	0.00
Goal 5	0.00

# School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sara Carver	Classroom Teacher
Kathryn Mapps	Classroom Teacher
Sharon Murphy	Classroom Teacher
Jocelyn Foreman	Other School Staff
(Vice Principal) Mary Martin	Other School Staff
Jamedra Brown	Parent or Community Member
Alexander Hunt (Principal)	Principal
Alex Fontana	Parent or Community Member
Erin Holland	Parent or Community Member
Monica Jones, SSC president	Parent or Community Member
Jason Morris	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 23rd, 2024.

Attested:



Principal, Alexander Hunt on 5/23/2024



SSC Chairperson, Monica Jones on 5/23/2024

Kathy Fleming  
Director of Local Resources



Signature

6-4-24  
Date

Jill Hoogendyk  
Associate Superintendent, Educational Services



Signature

6-6-24  
Date

