School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Malcolm X Elementary	01-61143-6090286	May 11, 2023	June 7, 2023

Purpose and Description

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

X Schoolwide Program

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

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

English Language Development Assessment:
The English Language Proficiency Assessment for California (ELPAC) is administered annually to all English Learner (EL) students (or within 30 days of enrollment) to provide information on their progress in acquiring the English language.
ELPAC testing is administered using a computer. The English Language Development teacher monitors the progress of English Learners and reclassified students through using a computerized database system called ELLevate which monitors multilingual students' progress towards English proficiency.

Local Assessments:

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

Standardized Assessments:

- In K-2nd grade, students take a test called DIBELS. This is a test which measures discreet reading skills. This includes areas such as letter and sound knowledge, phonetic patterns, and reading rate.
-

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

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

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

Malcolm X is a professional learning community with a leadership team of the principal, the vice principal, three

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

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

Curriculum:

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

Additional measures of standards-based instruction include:

- Report cards and district literacy plan are aligned to CCSS standards.
- Staff has reviewed the new California English Language Development Framework, and discussed the difference between embedded and designated ELD.
- Staff and grade level meeting time dedicated to discussing and collaborative scoring of st3Ŧj / mdhe

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	85	101	96
Grade 1	84	58	76
Grade 2	87	83	60
Grade3	79	80	76
Grade 4	81	76	77
Grade 5	72	75	74
Total Enrollment	488	473	459

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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

Conclusions based on this data:

1. The population of English Learners at the school is consistently under 10%.
2. The rate of reclassification for English Learners is an area of critical need, although reflective of the small number of English Learners in each grade level and the number of years that language acquisition takes according to research. For example, with 40 total ELs divided by 7 grade levels, there are relatively few ELs in the upper grades where students typically reclassify.
3. 22-23 numbers reflect a consistent population of English Learners at Malcolm X. Staffing from the district remains consistent at .4 FTE, but additional FTE continues to needed for 2023-24 school year to meet the instructional need for English Language Development instruction for an increased number of students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62											

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students								
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with	% of Enrolled Students
	20-21	21-22	22-23	20-21	21-22	22-23		

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

Conclusions based on this data:

1. On most recent tests, overall scores are above the state average in Math in all grade tested. However, low SES students, African American students and English Learners are not on average performing at the same level as the school as a whole.
2. These scores for CAASPP in Math are the baseline scores for students coming back from the pandemic, and are reflective of learning loss that occurred during the pandemic. Math scores are relatively lower than English Language Arts scores, and may reflect which activities were more able to be supported by parents during online learning.
3.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall			Oral Language			Written Language	Number of Students Tested
	20-21	21-22	22-23	20-21	21-22			

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	

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

Writing Domain Percentage of Students by Domain Performance Level for All Students					
Grade Level	Well Developed		Somewhat/Moderately	Beginning	Total Number of Students
	20-21				

Conclusions based on this data:

School and Student Performance Data

Overall Performance

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

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

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Performance
English Language Arts

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	3	0	0	2

This section provides a view of how well students are meeting grade-level standards on the English La2l.7999878 43DlYo1

School and Student Performance Data

Academic Performance
Mathematics

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

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also

School and Student Performance Data

Academic Performance
College/Career Report

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

Conclusions based on this data:

1. N/A- Elementary school.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

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

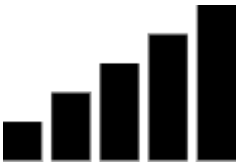
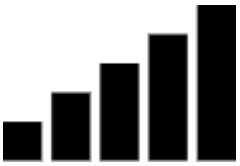
Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
			
Very Low	No Performance Level	Very Low	No Performance Level
0% suspended at least one day	Less than 11 Students	0% suspended at least one day	Less than 11 Students
65 Students	1 Student	37 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	Very Low		Very Low
0% suspended at least one day	0% suspended at least one day		0% suspended at least one day
73 Students	76 Students		218 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

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
TCRWP Reading Assessments	2022-2023 TCRWP Reading	2023-2024 TCRWP Reading Assessments - 5% Increase in students performing at or above grade level when compared to previous year at that trimester.
TCRWP Writing Assessments		

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
34597	BSEP
4000	BSEP Carryover
1922	BSEP
3043	BSEP Carryover

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Professional Development and Coaching in Math

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

- A .9 FTE Math Coach/Intervention Specialist will provide math Coaching for teachers
- Math Coach will work with teachers and students in specific grade levels, and plan staff wide professional development coaching and intervention.
- Staff will administer MAC/MARS tasks three times a year and analyze data from the assessment to plan instruction, with the goal of increasing students' ability to explain their thinking and solve complex problems.
- Math Coach will observe and model lessons in classrooms, debrief with teachers about instructional practices, and plan lessons and structures to provide interventions in class for students performing below grade level.
- Dedicate regular staff and team meeting time to the examination of student work and data for the purpose of instructional planning in math.

Expenditure Line 1: Math Coach .57 FTE $80,104 from Title I funds
Expenditure Line 2: Math Coach .10 FTE $14,053 from BSEP funds
Expenditure Line 3: Math Coach .23 FTE $32,323 from PTA funds
Expenditure Line 4: Unallocated reserve for personnel variance (Title 1) $2,403

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
80104	Title I A - Basic Funding

14053	BSEP
32323	PTA
2403	Title I A - Basic Funding

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Language Development Support for English Learners:

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

- English Language Development teacher and trained teachers will conduct annual and initial ELPAC testing. All English Learners will be administered the ELPAC and the results will be used to guide instruction with the EL teacher.
- English Language Development teacher will provide designated ELD support within the classroom to ELs at ELPAC scores of 3 or 4
- English Language Development teacher will provide designated ELD instruction with ELD teacher to ELs at ELPAC levels of 1 or 2
- Malcolm X classroom teachers will collaborate with ELD teacher to support English Learners during core instruction in the classroom
- Strategies for engaging and supporting English Learners during the Language Arts block will be implemented following the EL guide from TCRWP.

Expenditure Line 1: ELD teacher .2 FTE $28,966 from site BSEP funds (additional .6 FTE from LCAP)
Expenditure Line 1: Teacher hourly to provide additional staffing for ELPAC testing so that ELD instruction is not interrupted by ELPAC testing ($2000 BSEP carryover priority #3)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28966	BSEP
2000	BSEP Carryover

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Instructional Minutes:

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

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

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

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

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

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

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

- CoS team will align services between classroom reading groups, literacy intervention, math RTI, Resource, and Special Education to ensure that intervention services supplement core instruction.
- CoS team will hold bi-weekly meetings to monitor services, and determine school-wide needs.
- CoS team will hold separate meetings to case manage identified general education students in need of more specific interventions.
- Continue to hold weekly SST meetings and follow-up for students who are referred.

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15443	BSEP

Strategy/Activity 2
Students to be Served by this Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students performing below grade level in Math

Strategy/Activity

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

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

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

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

Expenditure Line 1: $1748 for Title 1 Parent Involvement
Expenditure Line 2: $9,439 for .16 FTE School Service Assistant (BSEP site funds)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

- ART: K-5 grade students will have the exposure to drawing, painting, sculpture, photography, and printmaking through classes with the Art Teacher.

Expenditure Line 1: Music Teacher, $17,158 for .16 FTE from PTA
Expenditure Line 2: Art TSA, $11,152 for .09 FTE from PTA
Expenditure Line 3: Art TSA, $8,000 for .07 FTE from BSEP Arts Anchor
Expenditure Line 4: Art TSA, $6,196 for .05 FTE from BSEP site fund
Expenditure Line 5: Drama Instructional Specialist, $40,085 for .37 FTE from BSEP
Expenditure Line 6: Drama Instructional Specialist, $41,169 for .38 FTE from PTA
Expenditure Line 7: Dance Instructional Specialist, $41,487 for .5 FTE from PTA
Expenditure Line 8: Unallocated reserve for personnel variance from PTA, $4,711

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
17158	PTA
11152	PTA
8000	Other
6196	BSEP
40085	BSEP
41169	PTA
41487	PTA
4711	PTA

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

Strategy/Activity

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

- Team will work with Family Engagement Specialist to promote practices that build positive cross-cultural relationships with parents.
- Team will continue to review referral data team to examine ways help the school to address disproportionality in the number of referrals by subgroup.
- Team will examine policies and practices at the school and recommend options that would help increase equitable outcomes for students.

Expenditure Line 3: $10,000 from BSEP carryover funds

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

4th and 5th grade students

Strategy/Activity

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

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

Expenditure Line 1: $16,833 for .12 FTE paid by BSEP site funds

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16833	BSEP
	Other

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the

Goals, Strategies, & Proposed Expenditures

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

Goal 4

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

Identified Need

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

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All

0	

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Program Evaluation Support:

On-going meetings with Leadership Team to review data.

Utilize Educlimber to track and monitor student progress.

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Strategy/Activity

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

Site Staff to provide support in three main focal areas:

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

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
0	

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students Experiencing Homelessness

Strategy/Activity

Intervention Services for Students Experiencing Homelessness:

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

Provide incentives to promote attendance.

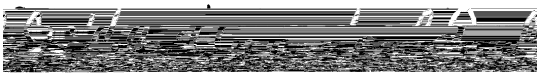
Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

School Site Council Membership



BUDGET SUMMARY 2023-24

			BSEP Site Funds Resource 0752		Title I Resource 3010		Centrally - Funded BSEP		LCAP Resource 0500		PTA Resource 9110 (DDF 906)		Other Resources			

			(0)	(0)
BSEP Carryover Priorities				
Unallocated Reserve	1/1	4380	3,043	Priority 1
Project Connect	2/2	1116	5,000	Priority 3
Subs for PD	1/1	1103	4,000	Priority 3
Counseling Contract	3/6	5800	10,000	Priority 2
Teacher Hourly - ELPAC testing	1/3	1116	2,000	Priority 3
Total Carryover Priorities			**24,043**	

0