THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT BENCHLEY/WEINBERGER ELEMENTARY SCHOOL

2020-21

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Ahrens, Mindy
Contact Person: Ahrens, Mindy
Position: Principal
Telephone Number: (619) 463-9271
Address: 6269 Twin Lake Dr, Benchley/Weinberger Elementary, San Diego, CA, 92119-3051
E-mail Address: mahrens@sandi.net

The following items are included:
☒ Recommendations and Assurances
☒ Data Reports
☒ Evaluation of LCFF and Title I Funded Actions and Activities
☒ Parent & Family Engagement Policy
☒ School Parent Compact

Board Approval: 12/15/2020

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES

SCHOOL NAME: **Benchley Weinberger Elementary**

SITE CONTACT PERSON: **Mindy Ahrens**

DUE: October 5, 2020

PHONE: 619-344-4000 FAX: 619-697-8617 E-MAIL ADDRESS: mahrens@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

☐Title 1 Schoolwide Programs (SWP) ☐CSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.

2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.

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

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☐ English Learner Advisory Committee (ELAC)	Date of presentation:
☐ Community Advisory Committee for Special Education Programs (CAC)	Date of presentation:
☐ Gifted and Talented Education Program Advisory Committee (GATE)	Date of presentation: _____
☒ Site Governance Team (SGT)	Date of presentation: 10/1/2020
☐ Other (list): _____	Date of presentation: _____

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

5. The site plan is based upon 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.

6. The site plan or revisions to the site plan were adopted by the SSC on: 10/1/2020

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

Mindy Ahrens	_Mindy A_ 10/4/2020
Type/Print Name of School Principal	Signature of School Principal / Date
Jan Armstrong	_Jan M Armstrong_
Type/Print Name of SSC Chairperson	Signature of SSC Chairperson / Date
Type/Print Name of ELAC Chairperson	Signature of ELAC Chairperson / Date
Monika Hazel	_Monika Hazel_ 11/17/20
Type/Print Name of Area Superintendent	Signature of Area Superintendent / Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, **Room 3126**

Revised 9/7/2020

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION

This School Plan for Student Achievement fulfills the requirements of guaranteed viable curriculum as a Communication Magnet School with a focus on global communications through technology, rigorous common core state standards, and the arts.The staff at Benchley-Weinberger Elementary strives for excellence in meeting the needs of all students. School programs are strategically designed to engage students and staff in teaching and learning. To provide a strong academic program, staff at B-W work collaboratively to provide opportunities for students to develop appropriate social, critical thinking, and problem-solving skills to promote life-long learning; and to ensure that all students have access to high quality education that includes rigorous lessons that are standards based.

This School Plan for Student Achievement includes goals and strategies that will improve student achievement, attendance, and suspension rates. The goal is to cultivate a safe, supportive, and collaborative learning environment for all stakeholders.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's ESSA goals 1-8 as outlined below. All ESSA goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

Goal 1: Safe, Collaborative and Inclusive Culture
Goal 2: English Language Arts
Goal 3: Mathematics
Goal 4: Supporting English Learners
Goal 5: Supporting Students with Disabilities
Goal 6: Supporting Black Youth
Goal 7: Family Engagement
Goal 8: Graduation/Promotion Rate

STAKEHOLDER INVOLVEMENT (REQUIRED)

All stakeholders are included in decision making concerning academic and social emotional learning. In the 20-21 school year, stakeholder involvement and communication will take place through a variety of meetings and forums that allow input, including, but not limited to:
- Principal Open Door Policy- all year parents are able to contact the principal by phone, zoom and/or email and have one-on-one conversations
- Community circles- small group Zoom sessions with five families and the principal. We discussed how spring distance learning went and questions/concerns for the fall. Took place over the summer (July 22nd-Aug 10th)

- Learner circles- Up to 10 learners and the principal met on Zoom to discuss how spring distance learning went and questions/concerns for the Fall. Took place over the summer (July 22nd-Aug 10th)
- Curriculum Night - September 9, 2020 Teachers shared out the structure of their online classrooms and introduced tools and tips for a successful school year. Principal message was delivered through video and teachers were on Zoom.
- PTA and Foundation meetings 1st and second Tuesday of each month through Zoom. - Feedback is gathered on the school year each month and updates given by the principal.
- Staff meetings- Presented, discussed and co-created SPSA with staff Sept. 29, 2020 on Zoom.
- SSC/SGT meeting to discuss and approve SPSA October 1, 2020 on Zoom.

<u>**RESOURCE INEQUITIES**</u>

Looking at the goals and data for last school year was very challenging. Because of Covid 19, very little data for the 2019-2020 school year was collected. Most of our goals were to be measured by the CAASPP ELA and Math test along with the Healthy Kids survey. Neither of those measures were available as this SPSA report was finalized. Instead, we will evaluate the strategies that were attempted and look at two year data to make our 2020-2021 goals.

Data from 2018-19:
Using the California Smarter Balances Summative Test Results, the California Dashboard, California Healthy Kids Survey, and California Healthy Parent Survey the data examined revealed success for teaching, learning, and student achievement from 2017 to 2018.
- 2018 SBAC 77.0 % of all students were advanced and proficient in ELA, up from 76.2 % in 2017 with gains/losses in the following grades:
Grade 3 77.5% to 76.2%
Grade 4 81.1% to 82.1%
Grade 5 69.7% to 72.1%
- 2018 SBAC 26.7% of Students with Disabilities were advanced and proficient in ELA, down from 33.3% in 2017 with gains/losses in the following grades:
Grade 3 21.4% (2018, no significant numbers in 2017)
Grade 4 numbers not significant
Grade 5 27.3% to 30.0%
- 2018 SBAC 77.8% of all students were advanced and proficient in Mathematics, up from 74.7 % in 2017 with gains/losses in the following grades:
Grade 3 81.4% to 82.1%
Grade 4 71.6% to 80.2%
Grade 5 30% to 10%
- 2018 SBAC 26.7% of Students with Disabilities were advanced and proficient in Mathematics down from 30% in 2017 with gains/losses in the following grades:
Grade 3 35.7% (2018, no significant numbers in 2017)

Grade 4 numbers not significant
Grade 5 30.0% to 10%

Based upon scores, classroom observations, professional learning community common assessment data, we need to focus on maintaining and increasing scores for all students and specifically for our students with disabilities, English learners and Black youth. With over 60 students with IEPs for example, and just under 30% of all students achieving at advance or proficient levels in ELA and Mathematics, 48 students in that sub group remain outside the sphere of success.

Although there has been minimal growth, and minimal decline, our work toward inclusion/co-teaching, Guaranteed Viable Curriculum, high-functioning PLCs must continue to be our focus to move in an upward direction. Attempts at improving best practices (more purposeful planning and assessment) and collaboration with Special Education teachers has been a big shift for all stakeholders. Resource teachers will attend PLCs on a regular basis to plan based on IEP goals and specific needs of students. We are incorporating FAST assessments to pinpoint areas of growth and decline in both ELA and Mathematics, 3 times a year for all students and monthly for students with disabilities, English learners and Black youth.

Strategies for all students with a focus on students with disabilities, English learners and Black youth include, but are not limited to:
- Daily small group instruction for SWD and students performing below grade level
- Gen Ed and Special Ed staff co supporting
- Weekly monitoring of all students performing below basic
- Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment
- Push in support provided by principal and push in support teacher

Additionally, the shift to Online Learning because of Covid 19 has given us additional challenges as we work with learners this year.
Benchley-Weinberger is not a CSI or ATSI school.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Cameron Bresnick	Other school representative
Mindy Ahrens	Principal
Jan Armstrong	Classroom teacher
Kim Filner	Classroom teacher
Christine Glaze	Classroom teacher
Margaret Mercer	Parent
Max Kackstetter	Parent
Heather Miller	Parent
Brian Kennedy	Parent
Antoni Hanus	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Goal 1: to have 100% of our learners and review sign the School With Heart contract. With this contract, learners promise to be an upstander, be respectful, and have a strong work ethic. The strategies used were principal led assemblies where several classes came at a time to hear how to be a Panda with Heart. For younger learners, the principal visited individual classes and provided the same information. After the assembly or classroom visit, all students signed the School with Heart contract.

Goal 2: to have 100% of our learners participate in at least three No Place for Hate activities throughout the year. We were successful in this goal. We held four school-wide events/activities:

1.Learners participated in a One Book, One School event where the Library Assistant read literature throughout the school year addressing topics to fulfill the goals of safe, inclusive, and collaborative environment. Topics included: anti-bullying, cultures around the world, similarities and differences, being an up stander, service awareness, self-love, mindfulness, growth mindset, and more.
2.Learners made tessellations that represented their personal identity. These were displayed in a central location on campus for all to see.
3.A multicultural fair was held in the early Spring where several cultures were shared by parents.
4.Throughout the Fall, learners were read the book "Have You Filled Your Bucket Today" and they were encouraged to write positive messages to their classmates and place them in a physical bucket to be shared later with the individual.
Goal 3: to raise the 5th grade CA Healthy Kids Survey score from 46% to 60% in the category of "meaningful participation."

AMO goal: to increase the percent of 5th grade students with disabilities who marked that they do "have a caring adult at school" and they felt like they were able to "meaningful participate" in school and decision making. We hoped to move from 89% to 95% in these areas. Although we did take the Healthy Kids Survey, due to Covid 19, we do not have that data back at this time.

*Major Differences

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

Goal 1: 100% of our learners and review sign the School With Heart contract.

As mentioned above, all learners signed the contract so this goal was reached.

Goal 2: 100% of our learners participate in at least three No Place for Hate activities throughout the year.

As mentioned above, we held four school-wide events/activities and we were successful in this goal. The money spent for the librarian did help us reach our goal by reading One Book, One School books throughout the year and addressing topics such as anti-bullying, cultures around the world, similarities and differences, being an up stander, service awareness, self-love, mindfulness, and growth mindset.

Goal 3: Raise 5th grade CA Healthy Kids Survey score from 46% to 60% in the category of "meaningful participation."

Although we did take the Healthy Kids Survey, due to Covid 19, we do not have that data back at this time.

AMO goal: increase from 89% to 95% of 5th grade students with disabilities who marked that they do "have a caring adult at school" and they felt like they were able to "meaningful participate" in school and decision-making. Although we did take the Healthy Kids Survey, due to Covid 19, we do not have that data back at this time.

*Changes

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

We would like to keep our third goal (Raise 5th grade CA Healthy Kids Survey score from 46% to 60% in the category of "meaningful participation.") and move the other two goals into the strategy section because we feel that signing the School with Heart Contract and participating in No Place for Hate activities both contribute to feelings of inclusion and meaningful participation. Additional strategies to support the goal of raising student's feelings of participation will be added such as professional development in Project Based Learning, Restorative Justice and Trauma Informed instruction and establishing an Equity Council.

AMO goal: We were not able to measure the 19-20 goal due to Covid 19 and the goal had two categories of the Healthy Kids Survey mixed together ("have a caring adult at school" and "meaningful participation") which would have made the data inaccurate. Finally, the Healthy Kids data is anonymous so there is no way to disaggregate the data only for those students with disabilities. Due to the difficulty of measuring this goal, we will be creating a completely new goal for this subgroup.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	5th grade	increase meaningful participation	46	60	CAL-SCHLS (CHKS)	annually
June 2021	TK-5	100% of students sign School With Heart Contract	Baseline	100%	Other (Describe in Objective)	annually
June 2021	TK-5	100% of students will complete 3 No Place for Hate activity	Baseline	100%	Other (Describe in Objective)	annually

*Identified Need

When you look at both the statewide data and our schools data on the healthy kids survey, you see most scores indicate a very safe, supportive caring school culture. All scores are in the 80 and 90 percent range except the scores for "meaningful participation" (only 46%). When you dig in deeper, you see that learners do not feel like they have a voice in their learning or in school decisions.

As we shift to a personalized society, school needs to be personalized and meaningful for learners as well. By moving from a school-centered mindset to a learner-centered mindset, we will be shifting processes and decision making to focus on and include learner voice. As opposed to a traditional model of the past where decisions and processes are determined by what is best for schools and staff.

When learner voice is amplified and decisions become student-centered, our attendance data and healthy kids survey data should increase because our population will WANT to be in school where they feel included and important.

*Online Learning Implications

We have the following systems in place to support learners during online instruction:
-Social Emotional Learning - Supporting the physical and mental well-being of our students by including social emotional learning into daily lessons and units of instruction.
-Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected. This will be implemented after our site receives restorative justice training.
-SDUSD's on-site learning option offers students access to daily in-person instruction which is designed and led by teachers to ensure both academic success and social-emotional well being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	Tk-5	White	Decrease the percent of White learners who are chronically absent	5.6	3	Chronic Absenteeism	annually
June 2021	3-5	Black or African American	Increase learner participation on equity council	0	20	Other (Describe in Objective)	annually
June 2021	3-5	Students with Disabilities	Increase learner participation on equity council	0	20	Other (Describe in Objective)	annually
June 2021	3-5	English Learner	Increase learner participation on equity council	0	20	Other (Describe in Objective)	annually

Inclusion Activities

*Students to be served by this Strategy/Activity

All students with a particular focus on students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description

Inclusion activities will be planned by the principal and/or the Equity Council. These activities will help all learners feel like an important part of our BW family. Activities will include:
- School with heart contract- presented to classes and signed by learners
- No place for hate activities at whole school Zoom assemblies
- Principal facilitated groups- YouTube filmmakers, Reporters, Learner Advisory Team. All learners interested may join. Particular recruiting for learners who may be unengaged in online learning as a way to reengage in school and build strong connections.

Creation of Equity Council group

*Students to be served by this Strategy/Activity

All students with a particular focus on students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description
An Equity Council will be established to examine our current practices and implement more equitable practices and events. The group will consist of learners, parents and school staff. We will recruit learners and families in each subgroup (students with disabilities, English Learners and Black youth) to participate in the council.

Professional Development- Building a Learner-Centered Culture

*Students to be served by this Strategy/Activity
All students with a particular focus on students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description
We will begin to build a learner centered culture at BW by first shifting mindsets about learners and how to support them through challenges through restorative justice, trauma informed practices trainings. All staff will also participate in Project Based Learning training in order to add more learner voice and choice and real-world connections to learning. Finally, teachers will plan projects for and with their classes and may need to purchase supplies including books, materials and subscriptions to support these projects. We believe that these trainings will create a culture with less chronic absenteeism and where learners feel like they meaningfully participate in their school and learning.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N029350	Supplies		$3,000.00	$3,000.00	0293-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies such as themed books, magazine subscriptions, online platforms and materials are needed for Project Based Learning units.
N02937W	Prof&Curriclm Dev Vist Tchr		$419.00	$512.40	0293-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Substitutes for teachers to attend professional development
N02938Y	Interprogram Svcs/Paper		$1,000.00	$1,000.00	0293-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Paper is needed for Project Based Learning in an online (COVID) learning environment.

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

19-20 Goal 1: Increase the percentage of students meeting/exceeding grade level standards 77%-85% 3-5th graders CAASPP ELA
AMO 19-20 goals:
To increase the percentage of students with disabilities achieving advanced and proficient on the SBAC in ELA from 15.6%- 50%.
To increase the percentage of English Learners achieving advanced and proficient on the SBAC in ELA from 18.2%-25%.
To increase the percentage of Socioeconomically disadvantaged learners achieving advanced and proficient on the SBAC in ELA from 50%-55%.

Strategies for all students with a focus on students with disabilities, English learners, and those who are economically disadvantaged include, but are not limited to:
-Daily small group instruction for students with disabilities and students performing below grade level
-Gen Ed and Special Ed staff co planning
-Weekly monitoring of all students performing below basic
-Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment
-Push in support provided by push in support teacher
-Software programs to support in school and at home

We were not able to determine the effectiveness of these strategies or whether or not we reached our goals because the CAASPP test was not given at the end of last year due to Covid 19.

*Major Differences

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

Last year, due to changes in leadership and Covid 19, many of the strategies were not fully attempted.
-Daily small group instruction for students with disabilities and students performing below grade level did occur
-Gen Ed and Special Ed staff co planning did not occur
-Weekly monitoring of all students performing below basic- occurred in the Fall but did not continue throughout the year
-Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment- somewhat occurred
-Push in support provided by push in support teacher- occurred all year. Push in teacher funded by parent foundation group.
-Software programs to support in school and at home- occurred all year. Budgeted expenses were used to purchase software and subscriptions: Raz kids, Scholastic News, and Studies Weekly.

*Changes

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

We would like to keep our current goal for a second year: Increase the percentage of students meeting/exceeding grade level standards 77%-85% 3-5th graders CAASPP ELA and look at growth over a two year period since we do not have this data from the 19-20 school year.
AMO goal: We would also like to keep our current AMO goals for a second year but feel that the previous target percentages were too ambitious for one group and not ambitious enough for another group. We will also adjust our strategies based on both an online and hybrid learning environment. We will continue to fund software and subscriptions and have our parent foundation fund a push in intervention teacher.

Our new goals for each subgroup are as follows:
To increase the percentage of students with disabilities achieving advanced and proficient on the SBAC in ELA from 15.6%- 25%. (goal reduced)
To increase the percentage of English Learners achieving advanced and proficient on the SBAC in ELA from 18.2%-25%. (goal stayed the same)
To increase the percentage of Socioeconomically disadvantaged learners achieving advanced and proficient on the SBAC in ELA from 50%-60%. (goal increased)

Finally, we will be adding a subgroup to our goals: Black youth.

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase the percentage of students meeting/exceeding grade level standards	77	85	CAASPP ELA	annually

*Identified Need

Due to Covid 19, we do not have 2019 CAASPP data. We can, however look at data over the past several years and we can see that several of our subgroups (students with disabilities, English Learners, Socioeconomically disadvantaged learners, and Black youth) need significant support in order to close the equity gap.

In 2018:
- Students with disabilities- 15.6% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA
- English Learners- 18.2% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA
- Socioeconomically disadvantaged learners- 50% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA
- Black youth- 16.7% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA

When you compare this to a school average of 74.5% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA you see that there is an urgent need to support our special populations of learners.

*Online Learning Implications

We have the following systems in place to support learners during online instruction:

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

-English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	To increase the percentage of SWD achieving advanced and proficient on the SBAC in ELA.	15.6	25	CAASPP ELA	annually
June 2021	3-5	English Learner	To increase the percentage of SWD achieving advanced and proficient on the SBAC in ELA.	18.2	25	CAASPP ELA	annually
June 2021	3-5	Socioeconomically Disadvantaged	To increase the percentage of SWD achieving advanced and proficient on the SBAC in ELA.	50	60	CAASPP ELA	annually
June 2021	3-5	Black or African American	To increase the percentage of SWD achieving advanced and proficient on the SBAC in ELA.	16.7	25	CAASPP ELA	annually

Intervention

*Students to be served by this Strategy/Activity

Strategies are for all students with a focus on students with disabilities, English learners, those who are economically disadvantaged and black youth.

*Strategy/Activity - Description

- Daily small group and/or individual instruction for students with disabilities and students performing below grade level will take place online (Zoom) and in-person for those who fit the appointment based learning criteria.
- Push in support provided by push in support teacher both online (Zoom) and in-person for those who fit the appointment based learning criteria.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F02931N	Library Asst -	0.17501	$5,059.19	$6,742.38	0293-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Our librarian will also support learners in small groups with reading support.

*Additional Supports for this Strategy/Activity

Push in support teacher paid by Foundation/PTA funds $18,000 annually
Principal provides push in support for three 8-week sessions annually, no cost
Software license (LCFF)

Assessment training and data monitoring

*Students to be served by this Strategy/Activity

All students with a particular focus on students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description

Staff will be trained on district assessment (Fast), will determine common formative assessments, and meet in bi-monthly grade level PLC meetings to examine FAST data and plan instruction.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

19-20 Goal 1: Increase the percentage of students meeting/exceeding grade level standards 77.8%-85% 3-5th graders CAASPP Math
19-20 AMO goals:
To increase the percentage of students with disabilities achieving advanced and proficient on the SBAC in math from 15%- 50%.
To increase the percentage of English Learners achieving advanced and proficient on the SBAC in math from 18%-25%.
To increase the percentage of Socioeconomically disadvantaged learners achieving advanced and proficient on the SBAC in math from 47%-52%.
Best practices will be implemented for all students with a focus on Tier ll support for struggling students. Push in teachers, Special Ed staff, and general education teachers will provide more individualized instruction supports for student in ELA. Strategies/Activities will include, but not limited to:
-Collaboration in bi-monthly PLCs (focus on common assessment, GVC)
-Push in Support teacher to work with struggling students
-Differentiated PD to meet the needs of teachers based upon student needs
-Monthly/Weekly assessments based upon student needs
-Common assessments to be discussed in collaboration with SpEd team and gen ed teacher
-FAST assessment and resources to be used grade 3-5
We were not able to determine the effectiveness of these strategies or whether or not we reached our goals because the CAASPP test was not given at the end of last year due to Covid 19.

*Major Differences

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

Last year, due to changes in leadership and Covid 19, many of the strategies were not fully attempted. Best practices were implemented for all students with a focus on Tier ll support for struggling students. Push in teachers, Special Ed staff, and general education teachers did provide more individualized instruction supports for student in math. Strategies/Activities include:

Collaboration in bi-monthly PLCs (focus on common assessment, GVC) did occur

Push in Support teacher to work with struggling students did occur in some grade levels and classes

Differentiated PD to meet the needs of teachers based upon student needs did not occur

Monthly/Weekly assessments based upon student needs did occur

Common assessments to be discussed in collaboration with SpEd team and gen ed teacher somewhat occurred

FAST assessment and resources to be used grade 3-5 somewhat occurred

*Changes

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

We would like to keep our current goal for a second year: Increase the percentage of students meeting/exceeding grade level standards 77.8%-85% 3-5th graders CAASPP Math AMO goal: We would also like to keep our current AMO goals for a second year but feel that the previous target percentages were too ambitious for one group and not ambitious enough for another group. We will also adjust our strategies based on both an online and hybrid learning environment. We will continue to fund software and subscriptions and have our parent foundation fund a push in intervention teacher.
Our new goals for each subgroup are as follows:
- To increase the percentage of students with disabilities achieving advanced and proficient on the SBAC in math from 15%- 25%. (goal reduced)
- To increase the percentage of English Learners achieving advanced and proficient on the SBAC in math from 18%-25%.(goal stayed the same)
- To increase the percentage of Socioeconomically disadvantaged learners achieving advanced and proficient on the SBAC in math from 47%-60%. (goal increased)
- Finally, we'll be adding a subgroup to our goals: Black youth

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting/exceeding grade level standards	77.8	85	CAASPP Math	annually

*Identified Need

Due to Covid 19, we do not have 2019 CAASPP data. We can, however look at data over the past several years and we can see that several of our subgroups (students with disabilities, English Learners, Socioeconomically disadvantaged learners, and Black youth) need significant support in order to close the equity gap.

In 2018:
- students with disabilities- 15% of 3-5th graders meeting/exceeding grade level standards on CAASPP math
- English Learners- 18% of 3-5th graders meeting/exceeding grade level standards on CAASPP math
- Socioeconomically disadvantaged learners- 47% of 3-5th graders meeting/exceeding grade level standards on CAASPP math
- Black youth- 27.3% of 3-5th graders meeting/exceeding grade level standards on CAASPP math

When you compare this to a school average of 75.5% of 3-5th graders meeting/exceeding grade level standards on CAASPP math you see that there is an urgent need to support our special populations of learners.

*Online Learning Implications

We have the following systems in place to support learners during online instruction:

-In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.

-Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.

-Structures and digital tools to support student collaboration

-Flexibility for teachers to provide both whole group, small group and individual instruction

-Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery

-Professional development for educators

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Students with Disabilities	increase percentage of students meeting/exceeding grade level standards	15	25	CAASPP Math	annually
June 2021	3-5	English Learner	increase percentage of students meeting/exceeding grade level standards	18	25	CAASPP Math	annually
June 2021	3-5	Socioeconomically Disadvantaged	increase percentage of students meeting/exceeding grade level standards	47	60	CAASPP Math	annually
June 2021	3-5	Black or African American	increase percentage of students meeting/exceeding grade level standards	27.3	40	CAASPP Math	annually

Intervention
*Students to be served by this Strategy/Activity
All students with a particular focus on students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description
- Daily small group and/or individual instruction for students with disabilities and students performing below grade level will take place online (Zoom) and in-person for those who fit the appointment based learning criteria.   - Push in support provided by push in support teacher both online (Zoom) and in-person for those who fit the appointment based learning criteria.

Assessment training and data monitoring
*Students to be served by this Strategy/Activity
All students with a particular focus on students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description
Staff will be trained on district assessment (Fast), will determine common formative assessments, and meet in bi-monthly grade level PLC meetings to examine FAST data and plan instruction.

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

19-20 Goal 1: Improve students meeting/exceeding grade level standards form 20 ELs school wide to 100 ELs using DRA in 3rd-5th grade.

19-20 Goal 2: Increase % of students meeting and exceeding standards on SBA ELA from 18% to 25% on CAASPP in 3rd-5th grade.

Strategies used:

-A week long coaching cycle with the focus on English Learner data and strategies to increase achievement for the EL population. Cycle will consist of classroom observations, data collection, and strategies for teaching ELs.

-Classroom Walk through and scheduled observations.

-Daily small group instruction for ELs.

-Push in Support teacher(s)

-Create Elementary School Designated ELD Schedules

19-20 AMO goal: To move 80% of our 3rd-5th grade ELs to Proficiency Levels 3 and 4 on the ELPAC from a baseline of 60%

3 out of 7 of our 3rd-5th grade EL learners were at level 3, 4 or reclassified at the end of last year= 42.8% We did not reach our goal.

We were not able to determine the full effectiveness of these strategies or whether or not we reached goal 1 because the CAASPP test was not given at the end of last year due to Covid 19.

*Major Differences

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

All strategies below were fully implemented.

A week long coaching cycle with the focus on English Learner data and strategies to increase achievement for the EL population. Cycle will consist of classroom observations, data collection, and strategies for teaching ELs.

Classroom Walk through and scheduled observations.

Daily small group instruction for ELs

Push in Support teacher(s)

Create Elementary School Designated ELD Schedules

*Changes

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.

20-21 Goals will be adapted to mirror ELA (SPSA Goal 2) and Math (SPSA Goal 3) goals for English Language Learners.

*Integrated English Language Development

Our EL students will be served in an Integrated English class. Teachers will be trained to support our students in order to accelerate their language acquisition. All our teachers have the credential to support English Learners.

*Designated English Language Development

Teachers will be trained to provide specific ELD instruction with students. Administrators will conduct focused observations to ensure our English Learners are being supported and are receiving daily ELD instruction.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	To increase the percentage of English Learners achieving advanced and proficient on the SBAC in ELA	18.2%	25%	CAASPP ELA	annually
June 2021	3-5	English Learner	To increase the percentage of English Learners achieving advanced and proficient on the SBAC in Math	18%	25%	CAASPP Math	annually

*Identified Need

Due to Covid 19, we do not have 2019 CAASPP data. We can, however look at data over the past several years and we can see that our English Learners need significant support in order to close the equity gap.

In 2018:

- 18.2% of 3-5th grade English Learners meet/exceeded grade level standards on CAASPP ELA
- 18% of 3-5th grade English Learners meet/exceeded grade level standards on CAASPP math

When you compare this to a school average of 74.5% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA and 75.5% in math you see that there is an urgent need to support this special population of learners.

*Online Learning Implications

We have the following systems in place to support learners during online instruction:
-District will provide students with targeted small group support through a push-in integrated model.
-The Integrated Model approach will build the educator capacity in effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
-Formative assessment data will be collected, analyzed and feedback given to students.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	English Learner	To move more ELs to Proficiency Levels 3 and 4 on the ELPAC	42.8	60	Other (Describe in Objective)	annually

ELPAC testing

*Students to be served by this Strategy/Activity

English Language Learners

*Strategy/Activity - Description

The ELPAC test will be given to all English Language Learners.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02937V	Retired NonClsrm Tchr Hrly		$1,500.00	$1,834.35	0293-09800-00-1986-3160-0000-01000-0000	LCFF Intervention Support	English Learners		ELPAC test given by BW classified employee

Designated ELD instruction

*Students to be served by this Strategy/Activity

English Language Learners

*Strategy/Activity - Description

Designated ELD instruction will take place in the following ways:

-Daily small group instruction for ELs

-Push in Support teacher(s)

-Create Elementary School Designated ELD Schedules

-On-site support during online learning (Covid) if learners qualify for the appointment based criteria

Push-in teacher support funded by Parent Foundation group

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.

Access: Students with disabilities are general education students first and should have access to a meaningful course of study.

Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

19-20 Goal 1: Increase percentage of 3rd-5th grade students meeting/exceeding grade level standards on the DRA 26.7% to 50%

19-20 Goal 2: Increase percentage of students meeting/exceeding grade level standards in SBA ELA from 15% to 50%

19-20 Goal 3: Increase percentage of students meeting/exceeding grade level standards in SBA Mathematics from 15% to 50%

Strategies planned:

-Daily small group instruction for SWD and students performing below grade level

-Gen Ed and Special Ed staff co planning

-Weekly monitoring of all students performing below basic

-Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment

-Push in support provided by principal and push in support teacher

19-20 AMO goal: Increase percentage of third grade learners with disabilities reading at or above grade level from 21.4% to 50% on DRA

*Major Differences

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

Last year, due to changes in leadership and Covid 19, many of the strategies were not fully attempted:

-Daily small group instruction for SWD and students performing below grade level did occur

-Gen Ed and Special Ed staff co planning did not occur

-Weekly monitoring of all students performing below basic occurred in the Fall and then decreased due to leadership changes and covid 19

-Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment did not occur

-Push in support provided by principal and push in support teacher occurred in the Fall and then decreased due to leadership changes and covid 19

*Changes

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.

Due to the constraints of online assessment, we will not keep goal 1: Increase percentage of 3rd-5th grade students meeting/exceeding grade level standards on the DRA 26.7% to 50%

Since we were not able to measure goals 2 and 3, we would like to keep them for a second year but feel that the previous target percentages were too ambitious. We will also adjust our strategies based on both an online and hybrid learning environment.

Our new goals are as follows:

- To increase the percentage of students with disabilities achieving advanced and proficient on the SBAC in ELA from 15.6%- 25%. (goal reduced)

- To increase the percentage of students with disabilities achieving advanced and proficient on the SBAC in math from 15%- 25%. (goal reduced)

We also believe our AMO goal was too ambitious and will reduce the target percentage:

New AMO goal: Increase percentage of third grade learners with disabilities reading at or above grade level from 21.4% to 35% on DRA. Since this group may be able to come on campus for appointment based learning, we will use DRA scores for this subgroup.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	Increase percentage of students meeting/exceeding grade level standards in SBA ELA	15	25	Other (Describe in Objective)	annually
June 2021	3-5	Increase percentage of students meeting/exceeding grade level standards in SBA Mathematics	15	25	Other (Describe in Objective)	annually

*Identified Need
Due to Covid 19, we do not have 2019 CAASPP data. We can, however look at data over the past several years and we can see that our students with disabilities need significant support in order to close the equity gap.   In 2018:   - 15.6% of 3-5th grade students with disabilities meet/exceeded grade level standards on CAASPP ELA   - 15% of 3-5th grade students with disabilities meet/exceeded grade level standards on CAASPP math   When you compare this to a school average of 74.5% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA and 75.5% in math, you see that there is an urgent need to support our special populations of learners.
*Online Learning Implications
-Implementation of IEP Services in Online Learning Setting   -Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc).   -The integrated team will consist of general education teachers, educational specialists, related services providers and para-educators.   -All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes

By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Students with Disabilities	Increase percentage of third graders reading at or above grade level	21.4	35	DRA 2	monthly

Team support

*Students to be served by this Strategy/Activity
Students with Disabilities
*Strategy/Activity - Description
  Gen Ed and Special Ed staff communicating bi-monthly to examine data and make decisions based upon most current assessment   Gen Ed and Special Ed staff communicating monthly with parents

Intervention support
*Students to be served by this Strategy/Activity
Learners with disabilities
*Strategy/Activity - Description
-Daily small group instruction with classroom teacher, ed specialist and/or para-educator -On-site appt based learning -Homework help/office hours

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

*Goal 6- Supporting Black Youth

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5th	Black youth	maintain a low suspension rate for black youth	0	0	Suspensions (Classroom and School)	Annually
June 2021	3-5	Black youth	Increase ELA CAASSP % Proficient	16.7%	26.75	Grades	Annually
June 2021	3-5	Black youth	Increase Math CAASSP % Proficient	27.3%	37.3%	Grades	Annually

*Goal 6 Supporting Black Youth - Additional Goals

1. Beginning in the Fall of 2020, BW site selection/hiring panel will complete anti-bias training before conducting any interviews.
2. In the 2020-21 school year, BW will develop and implement a site-specific system for tracking classroom referrals.
3. BW will create a process for ensuring a student is assigned a Student Champion (staff member) to help them through any suspension or expulsion process.
4. BW will develop a Site Equity Team that meets quarterly throughout the school year to monitor attendance and grades with a focus on Black Youth as well as staff diversity goal.
5. In the 2020-21 school year, BW will develop and implement a site-specific system for tracking school police detainments.
6. The staff diversity goal at BW is to maintain or increase the percentage of diverse educators from current year to the following year.

*Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Due to Covid 19, we do not have 2019 CAASPP data. We can, however look at data over the past several years and we can see that our black youth need significant support in order to close the equity gap.

In 2018:
- 16.7% of our Black 3-5th graders are meeting/exceeding grade level standards on CAASPP ELA
- 27.3% of our Black 3-5th graders are meeting/exceeding grade level standards on CAASPP math
When you compare this to a school average of 74.5% of 3-5th graders meeting/exceeding grade level standards on CAASPP ELA and 75.5% in math, you see that there is an urgent need to support our Black learners.

*Online Learning Implications

-Our District will continue to provide Trauma Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Create Equity Council

*Students to be served by this Strategy/Activity

All students with a particular focus on Black youth.

*Strategy/Activity - Description

An Equity Council will be established to examine our current practices and implement more equitable practices and events. The group will consist of learners, parents and school staff. We will recruit learners and families in each subgroup (students with disabilities, English Learners and Black youth) to participate in the council.
Strategies for all students with a focus on students with disabilities, English learners, Black Youth and those who are economically disadvantaged include, but are not limited to:
-Daily small group instruction for students with disabilities and students performing below grade level
-Gen Ed and Special Ed staff co planning
-Weekly monitoring of all students performing below basic
-Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment
-Push in support provided by push in support teacher

-Software programs to support in school and at home

Professional development- Restorative Practices
*Students to be served by this Strategy/Activity
All learners with a particular focus on black youth.
*Strategy/Activity - Description
We will begin to build an anti-racist culture at BW by having all staff participate in restorative justice and trauma informed practices trainings.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

Goal 1: to increase parent response on CHPS form 60% to 80% of parents.
Strategies planned:
- Workshop and computer lab access to complete survey.
- Help camps offered to complete survey.
- Incentives to students, adults, and classrooms with most surveys completed.
- Personal invitation from principal to subgroups to complete survey.
- Assertive, year round PTA membership with incentives.
No 19-20 AMO goal

*Major Differences

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

The Healthy Kids parent survey was given and collected before our school site was shut down for Covid 19. Due to a change in leadership, however, many of the strategies mentioned were not completed.
Workshop and computer lab access to complete survey did not occur.
Help camps offered to complete survey did not occur.
Incentives to students, adults, and classrooms with most surveys completed did not occur.
Personal invitation from principal to subgroups to complete survey did not occur.

Assertive, year round PTA membership with incentives did occur

We did not receive out 2019-20 Healthy Kids results despite returning all surveys before Covid began.

*Changes

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.

Goal 1 will remain the same. We will also add additional goals related to subgroups as found in the AMO section and additional strategies to support these goals.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	to increase parent response on CHPS	60	80	CAL - SCHLS (CSPS)

*Identified Need

The healthy kids survey is a valuable data set for our school to examine as we try to build a safe, supportive, caring, inclusive culture. We need as many parent voices as possible to create accurate results and to give us feedback on our efforts.

Additionally, we need to specifically build positive relationships with the families of the specific subgroups identified in this SPSA document (students with disabilities, English Learners, Socioeconomically disadvantaged learners, and Black youth). We see parents as partners and now with online learning it is more important than ever that we build strong communication and support connections so that together we can help our learners succeed.

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district issued device to ensure access to curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	Increase parent participation on equity team for each subgroup (English learners, Learners with	0	60	Committee Attendance

		Disabilities, Black Youth)		

Communicate Survey Importance

*Families to be served by this Strategy/Activity

All parents with a particular focus on parents of students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description

Share the "why" behind the healthy kids survey and then share results the following year. Discuss how we use the feedback.

Create Equity Council

*Families to be served by this Strategy/Activity

All students with a particular focus on students with disabilities, English Learners and Black youth.

*Strategy/Activity - Description

An Equity Council will be established to examine our current practices and implement more equitable practices and events. The group will consist of learners, parents and school staff. We will recruit learners and families in each subgroup (students with disabilities, English Learners and Black youth) to participate in the council.

Goal 8- Graduation/Promotion Rate

Call to Action Belief Statement

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

To increase the number of 3rd grade students reading at or above grade level from 76.2% to 85% on the CAASPP ELA assessment.
AMO goal: To increase the number of 3rd grade students with disabilities who are reading at or above grade level from 21.4% to 50% on the CAASPP ELA assessment.

Strategies planned for all students with a focus on students with disabilities include, but are not limited to:

-Daily small group instruction for students with disabilities and students performing below grade level
-Gen Ed and Special Ed staff co planning
-Weekly monitoring of all students performing below basic
-Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment
-Push in support provided by principal and push in support teacher
We were not able to determine the effectiveness of these strategies or whether or not we reached our goals because the CAASPP test was not given at the end of last year due to Covid 19

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

Last year, due to changes in leadership and Covid 19, many of the strategies were not fully attempted.
-Daily small group instruction for students with disabilities and students performing below grade level did occur
-Gen Ed and Special Ed staff co planning did not occur
-Weekly monitoring of all students performing below basic- occurred in the Fall but did not continue throughout the year
-Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment- somewhat occurred
-Push in support provided by push in support teacher- occurred all year. Push in teacher funded by parent foundation group.

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

We would like to keep our current goal for a second year: Increase the percentage of students meeting/exceeding grade level standards 77%-85% 3rd graders CAASPP ELA
AMO goal: We need to change our current AMO goals for a different subgroup because the current subgroup is statistically to small to publicly share.
New AMO goal: To increase the number of 3rd grade socioeconomically disadvantaged students who are reading at or above grade level from 47.4% to 60% on the CAASPP ELA assessment.

*Goal 8- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	Increase the percentage of students meeting/exceeding grade level standards	76.2	85	CAASPP ELA	annually

*Identified Need
As third graders move into the upper grades, they need to be strong readers to continue to be academically successful in the coming years. We have very strong 3rd grade readers overall and would like to build an even stronger foundation as these learners move into 4th grade. Specifically, we would like to give extra focus and support to our students with disabilities, English Learners, and Black youth.

*Online Learning Implications

The work of counselors support the varying needs of unduplicated students that may be wide ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3rd	Socioeconomically Disadvantaged	Increase the percentage of students meeting/exceeding grade level standards	47.4%	60%	CAASPP ELA	Annually

Intervention

*Students to be served by this Strategy/Activity

All third grade students with a focus on economically disadvantaged third grade students.

*Strategy/Activity - Description

- Daily small group and/or individual instruction for students with disabilities and students performing below grade level will take place online (Zoom) and in-person for those who fit the appointment based learning criteria.
- Push in support provided by push in support teacher both online (Zoom) and in-person for those who fit the appointment based learning criteria.

Assessment training and data monitoring

*Students to be served by this Strategy/Activity

All students with a particular focus on students who are economically disadvantaged.

*Strategy/Activity - Description

Staff will be trained on district assessment (Fast), will determine common formative assessments, and meet in bi-monthly grade level PLC meetings to examine FAST data and plan instruction.

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. Priorities in our SPSA will be integrated into our trainings, Professional Learning Communities, Instructional Leadership time.
2. Ongoing walkthroughs (in-person or virtual) will be conducted with a lens on student experiences.

Professional Learning Communities will have a focus on building a common assessment plan, collaborative planning, common, equitable grading practices and looking at data with an equity lens.

Professional Development will be based upon the foci of this SPSA- learner-centered, restorative justice and trauma informed practices.

A focus on, and time for, communication and co-support for classroom teachers and the special education team.

3. When learners are absent, our attendance clerk reaches out to the family to check in and then refers the family to either the principal, school nurse, or school counselor depending on which type of support they need to get back into school. The principal is alerted if a learner is absent twice in the week or if a pattern develops over time.

Staff is being trained to engage learners and families with compassion. Our staff has been wonderful at reaching out to families by email, phone and zoom to give technology, academic or social emotional support to both learners and parents.

Teachers hold small group sessions and office hours to support learners and build relationships. We also have online grade level and school-wide events periodically to bring joy to online learning.

We discuss and calibrate on practices such as attendance in whole staff and grade level meetings. We will also be forming an equity team this year made up of parents, staff and learners to help guide this work.

We make events and information accessible to all by offering flexibility as much as possible. When distributing, we offer several times and ways to pick up (or have items delivered). We send out technology and internet information to the whole school weekly in the parent newsletter and individually as parents or teachers reach out. Many of our teachers and office staff will call families when they need help vs. using email.

Specifically during online learning, I will meet these SPSA goals by keeping the focus on the formative and summative data and by looking at student work. I will help teachers use rapid improvement science cycles to plan teaching based on the formative data they gather. This year, grade level PLCs are going to be more important than ever as we work together as a team to support our learners.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Benchley Weinberger ES Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 0
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 13,089.13

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$0
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $0

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$13,089.13
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 13,089.13

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 13,089.13

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount
Benchley/Weinberger Elementary	09800 LCFF Intervention Support	Library Asst	2231 Other Support Prsnl PARAS		0.1750	$ 5,059.19
		Library Asst	3000			$ 1,683.19
			1192 Prof&Curriclm Dev Vist Tchr			$ 419.00
			1986 Retired NonClsrm Tchr Hrly			$ 1,500.00
			3000			$ 427.75
			4301 Supplies			$ 3,000.00
			5733 Interprogram Svcs/Paper			$ 1,000.00
	09800 LCFF Intervention Support Total				0.1750	$ 13,089.13
Grand Total					0.1750	$ 13,089.13

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Benchley-Weinberger Elementary
PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

 Benchley-Weinberger has developed a written parent & family engagement policy with input from parents. Benchley-Weinberger has developed a written Non-Title I parental involvement policy with input from Non-Title I parents. It is distributed to all parents and families in our First Day Packets each year.

We developed this plan through a series of meetings and distributed the policy to parents and guardians of Non-Title I students. We developed the plan through a series of meetings including, but not limited to Student Site Council, PTA meetings, Foundation input, etc. as well as with the principal's open-door policy and regular input from parents. The policy describes the means for carrying out the following Non-Title I parental involvement requirements [*20 USC* 6318 Section 1118(a)-(f) inclusive].

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

- Kindergarten Orientation

- Curriculum Night

- Fall & Spring Parent Meetings

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

- School Site Council Meetings (SSC-SGT)

- BW Foundation, Parent Teacher Association (PTA) and Henry Cluster Meetings

- Additional pertinent gatherings include: Academic in Action Night (Spring) and (mini-town hall meetings)

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

- Monthly Foundation Meetings
- Monthly PTA Meetings
- Back to School Night
- School Messenger
- Flyers
- First Day Packets
- Family Handbook
- Open Door Policy to address questions and gather input
- Local restaurant fundraisers

The school provides parents of students with timely information about the school's programs. How does the school provide the information?

- Surveys and School Messenger bulletins regularly distributed
- Principal Open-Door Policy to receive feedback (daily/weekly)
- Principal's Newsletters
- Family Handbook
- Kindergarten Orientation
- Curriculum Night

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

- Parent/Teacher Conferences
- Family Handbook
- Kindergarten Orientation
- Classroom Communication
- Curriculum Night

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

- Teacher Open Door Policy

- Principal Open-Door Policy

- Conferences

- Curriculum Night

- Student Study Teams

- Individualized Education Program (IEP) Meetings

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

- Academics in Action Events

- School Messenger

- Parent Teacher Conferences

- Website with numerous resources

- Principal's Newsletters

- Up-to-Date Comprehensive Website

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

- Academics in Action Night

- District Training Opportunities

- Everyone's A Reader Program

- Curriculum Night

- Parent Conference

- Rigorous Academic Support Links on Website

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

- Grade Level Meetings

- Professional Development

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

- Mini-Town Hall Meeting

- Monthly school-wide events that encourage parent involvement

- Purposeful recruiting activities for PTA/Foundation

- Principal's Newsletters outlining trainings and resources

The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

- Flyers in Red Folders (when learning is on-site)

- Principal's Newsletters

- Monthly Assemblies

- School Messenger

The school provides support for parental involvement activities requested by parents.

- School Messenger

- Recruiting

- Newsletters/Flyers

- Banners

- Phone Calls

- Volunteer Opportunities

- Monthly Assemblies

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Benchley-Weinberger Elementary on August 31, 2020 and will be in effect for the period of June 15, 2021.

The school will distribute the policy to all parents of students on, or before: October 1, 2020.

Mindy Ahrens / Principal

X_____

September 17, 2020

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

BENCHLEY-WEINBERGER ELEMENTARY

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Benchley-Weinberger distributes to parents and family members a school-parent compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

- The Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement.

- Fall and Spring Parent Teacher Conferences will be held.

- November, February, and June report cards will be posted on Parent Portal

- Curriculum Night, Parent Conferences, Open House, Volunteering, in addition to one-on-one meeting requests to teachers directly.

Revised 9/23/2020

- BW has many advisory groups/committees along with volunteer opportunities in each and every classroom.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

- Parent/Teacher Conferences
- Principal/Teacher Open Door Policy
- Notices sent home from BW/SDUSD by way of mail and/or School Messenger
- Curriculum Night

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

- School With Heart Meets
- Reader Program
- Student Study Teams
- Conferences
- Rigorous Academic Support Links on Website
- School Wide Goal Setting
- Student-Led Conferences
- California Healthy Kids Survey
- Interest/Needs Surveys

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

- School With Heart Meets
- Ongoing Service Projects at every level (Classroom, Schoolwide, Community, Globally)
- PTA/Foundation Event Trainings

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

- SSC/SGT Council
- Volunteer Orientation and Ongoing Training
- Special Events coordinated in response to parent needs and interests
- Reader Tutoring Program
- Running Club
- Papa Panda Group Events

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

- School Website
- School Marquee
- School Messenger
- School Bulletin
- Monthly Assemblies
- Principal Open Door Policy
- Principal Newsletters
- Email/Texts/Flyers

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

- School Website
- School Marquee
- School Messenger
- School Bulletin
- Monthly Assemblies
- Principal Open Door Policy
- Principal Newsletters
- Email/Texts/Flyers
- Collaborative Decision Making Process

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

- School Website
- School Marquee
- School Messenger
- School Bulletin
- Monthly Assemblies
- Principal Newsletters
- Principal Open Door Policy
- Email/Texts/Flyers

This Compact was adopted by Benchley-Weinberger on August 31, 2020, and will be in effect for the period of June 15, 2021.

The school will distribute the Compact to all parents and family members of students participating on, or before: October 1, 2020.

Mindy Ahrens / Principal

X _Mindy A_____

9/23/2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from:

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPS 2018-2019

Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

* Enrollment, participation date, ethnicity demographics, and language demographics will affect the results of data. Data is organized and reported differently amongst the data sources above.

Benchley/Weinberger Elementary

Explore the performance of Benchley/Weinberger Elementary under California's Accountability System.

Chronic Absenteeism

Green

Suspension Rate

Green

English Learner Progress

No Performance Color

English Language Arts

Green

Mathematics

Green
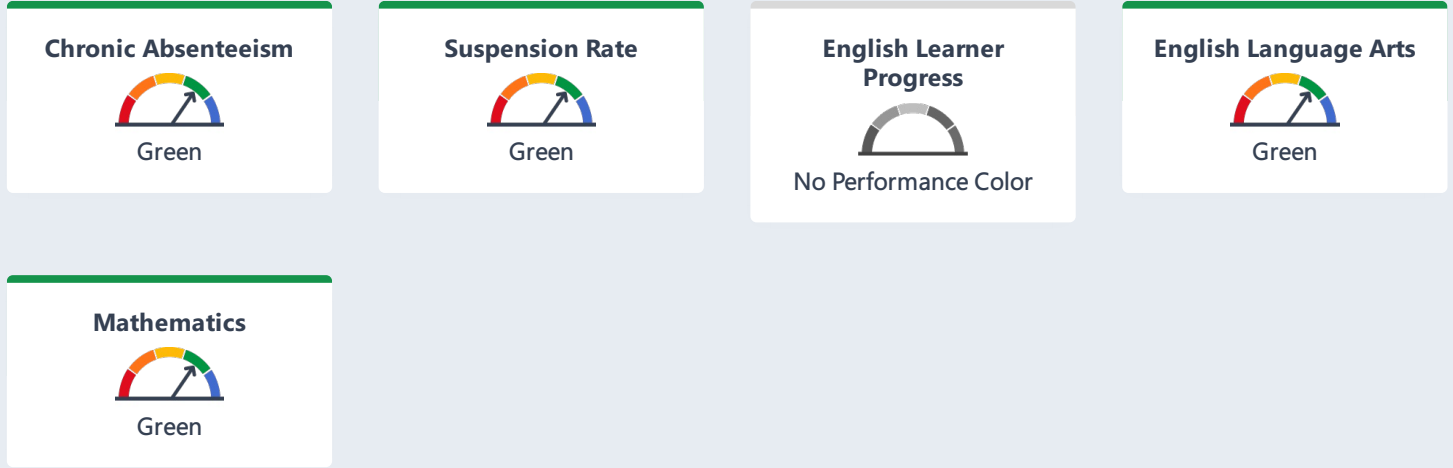
School Details

NAME
Benchley/Weinberger Elementary

ADDRESS
6269 Twin Lake Drive San Diego, CA 92119-3051

WEBSITE
http://www.sandi.net/bw

GRADES SERVED
K-5

Student Population

Explore information about this school's student population.
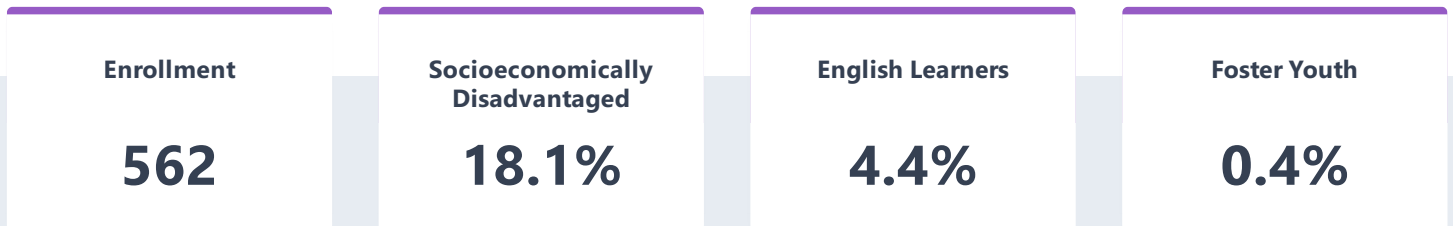
Enrollment

562

Socioeconomically Disadvantaged

18.1%

English Learners

4.4%

Foster Youth

0.4%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

Green

50.6 points above standard

Declined 6 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	0	1
Red	Orange	Yellow

1	1
Green	Blue

LEARN MORE
Mathematics

Green

50 points above standard

Declined 3.3 Points ▼

EQUITY REPORT
Number of Student Groups in Each Color

0	0	0
Red	Orange	Yellow

2	1
Green	Blue

LEARN MORE
English Learner Progress

61.1% making progress towards English language proficiency

Number of EL Students: 18

Progress Levels

Progress Levels
Very High = 65% or higher
High = 55% to less than 65%
Medium = 45% to less than 55%
Low = 35% to less than 45%
Very Low = Less than 35%

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE
Chronic Absenteeism

Green

4% chronically absent

Maintained 0.3%

EQUITY REPORT
Number of Student Groups in Each Color

0	1	0
Red	Orange	Yellow

1	4

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

LEARN MORE

Suspension Rate

Green

0.7% suspended at least once

Declined 0.3% ▼

EQUITY REPORT
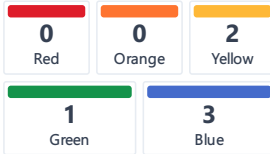
Number of Student Groups in Each Color

0	**0**	**2**
Red	Orange	Yellow

1	**3**
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students

Green

50.6 points above standard

Declined 6 Points ▼

Number of Students: 258

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

Socioeconomically Disadvantaged

Green

Hispanic

Blue

White

No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

Homeless

Two or More Races

Students with Disabilities

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

No Performance Color

73.4 points above standard

Declined 26.1 Points ▼

Number of Students: 19

English Learners

No Performance Color

0.8 points above standard

Declined 24 Points ▼

Number of Students: 20

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

57.7 points above standard

Declined 18.9 Points ▼

Number of Students: 18

Students with Disabilities

No Performance Color

67.9 points below standard

Declined 3 Points ▼

Number of Students: 34

Socioeconomically Disadvantaged

Yellow

4.6 points below standard

Declined 9.8 Points ▼

Number of Students: 52

Hispanic

Green

28.7 points above standard

Declined 6.2 Points ▼

Number of Students: 63

White

Blue

64.8 points above standard

Maintained -1.3 Points

Number of Students: 146

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	55.8 points above standard	56.5 points above standard	50.6 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners	**Reclassified English Learners**	**English Only**
No Data	59.1 points above standard	53 points above standard
No Data	Declined 16.6 Points ▼	Declined 3.7 Points ▼
Number of Students: 9	Number of Students: 11	Number of Students: 226

Mathematics

All Students

Explore 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.

All Students

Green

50 points above standard

Declined 3.3 Points ▼

Number of Students: 258

Student Group Details

All Student Groups by Performance Level

3 Total Student Groups

Red

No Students

Orange

No Students

Yellow

No Students

Green

Hispanic

Socioeconomically Disadvantaged

Blue

White

No Performance Color

African American

Asian

English Learners

Filipino

Foster Youth

○ ○ ○ ● ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Asian

No Performance Color

87.3 points above standard

Declined 7 Points ▼

Number of Students: 19

English Learners

No Performance Color

16.9 points above standard

Declined 14.2 Points ▼

Number of Students: 20

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races

No Performance Color

55.4 points above standard

Declined 20 Points ▼

Number of Students: 18

Students with Disabilities

No Performance Color

56.7 points below standard

Declined 15.5 Points ▼

Number of Students: 34

Hispanic

Green

19 points above standard

Declined 18.6 Points ▼

Number of Students: 63

Socioeconomically Disadvantaged

Green

4.8 points above standard

Declined 7.8 Points ▼

Number of Students: 52

White

Blue

63.6 points above standard

Increased 3.3 Points ▲

Number of Students: 146

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

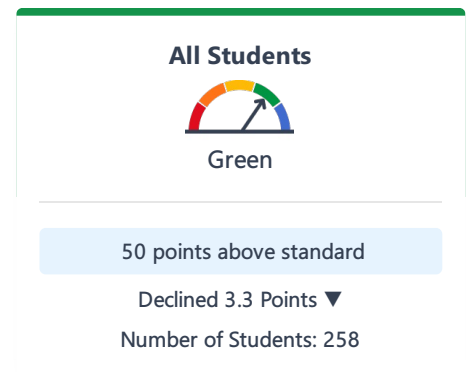|	2017	2018	2019
All Students	44.2 points above standard	53.3 points above standard	50 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
No Data	62.1 points above standard	51.3 points above standard
No Data	Declined 10.4 Points ▼	Maintained -1.8 Points
Number of Students: 9	Number of Students: 11	Number of Students: 226

English Learner Progress Indicator

All English Learner Students

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

LEARN MORE
English Learner Progress

61.1% making progress towards English language proficiency

Number of EL Students: 18

Performance Level

High

Assessments: ELs take the ELPAC exam to measure progress towards Eng-lish language proficiency. The ELPAC has 4 levels.

ELPAC Levels / ELPI Levels

Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

Student English Language Acquisition Results

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.

ELs Who Decreased at Least One ELPI Level	5.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	5.5%
ELs Who Progressed at Least One ELPI Level	55.5%

ELs Who Decreased at Least One ELPI Level	5.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	33.3%
ELs who Maintained ELPI Level 4	5.5%
ELs Who Progressed at Least One ELPI Level	55.5%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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.

All Students

Green

4% chronically absent

Maintained 0.3%

Number of Students: 568

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red

No Students

Orange

White

Yellow

No Students

Green

Socioeconomically Disadvantaged

Blue

Asian

Students with Disabilities

Hispanic

Two or More Races

No Performance Color

American Indian

African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

African American

No Performance Color

6.7% chronically absent

Increased 2.3% ▲

Number of Students: 15

English Learners

No Performance Color

0% chronically absent

Declined 7.4% ▼

Number of Students: 28

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

White

Orange

5.6% chronically absent

Increased 1.2% ▲

Number of Students: 324

Socioeconomically Disadvantaged

Green

5.6% chronically absent

Declined 0.9% ▼

Number of Students: 108

Asian

Blue

0% chronically absent

Maintained 0%

Number of Students: 39

Students with Disabilities

Blue

1.5% chronically absent

Declined 3.7% ▼

Number of Students: 65

Hispanic

Blue

2.3% chronically absent

Declined 1.6% ▼

Number of Students: 130

Two or More Races

Blue

1.9% chronically absent

Maintained -0.2%

Number of Students: 54

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

Explore 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.

All Students

Green

0.7% suspended at least once

Declined 0.3% ▼

Number of Students: 572

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups

Red
No Students

Orange
No Students

Yellow
Students with Disabilities

White

Green
Socioeconomically Disadvantaged

Blue
Asian

Hispanic

Two or More Races

No Performance Color
African American

English Learners

Filipino

Foster Youth

Homeless

Pacific Islander

○ ○ ● ○ ○ ○

African American

No Performance Color

5.3% suspended at least once

Declined 3.4% ▼

Number of Students: 19

English Learners

No Performance Color

0% suspended at least once

Declined 3.6% ▼

Number of Students: 28

Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Homeless

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Pacific Islander

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities

Yellow

1.5% suspended at least once

Maintained -0.2%

Number of Students: 65

White

Yellow

0.9% suspended at least once

Increased 0.3% ▲

Number of Students: 324

Socioeconomically Disadvantaged

Green

0.9% suspended at least once

Declined 1.5% ▼

Number of Students: 112

Asian

Blue

0% suspended at least once

Declined 2.3% ▼

Number of Students: 39

Hispanic

Blue

0% suspended at least once

Declined 0.8% ▼

Number of Students: 130

Two or More Races

Blue

0% suspended at least once

Maintained 0%

Number of Students: 54

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.3%	1%	0.7%

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
All Grades Combined

	English Language Arts																Chg From		Mathematics																Chg From	
	2015		2016		2017		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
Student Group	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	252	71.8	261	75.5	286	76.2	265	77.0	263	74.5	2.7	-2.5	252	69.4	263	71.1	285	74.7	266	77.8	262	75.6	6.2	-2.2
Female	131	74.0	131	81.7	136	75.7	116	84.5	132	78.8	4.8	-5.7	131	65.6	130	72.3	135	71.1	117	79.5	132	72.7	7.1	-6.8
Male	121	69.4	130	69.2	150	76.7	149	71.1	131	70.2	0.8	-0.9	121	73.6	133	69.9	150	78.0	149	76.5	130	78.5	4.9	2.0
African American	12	41.7	14	50.0	13	69.2	12	50.0	12	16.7	-25.0	-33.3	12	33.3	14	42.9	13	38.5	12	33.3	11	27.3	-6.0	-6.0
Asian**	3	-	5	94.4	7	-	7	-	19	73.7	-	-	3	-	5	-	7	-	7	-	19	84.2	-	-
Filipino	0	-	0	54.2	0	-	0	-	2	-	-	-	0	-	0	-	0	-	0	-	2	-	-	-
Hispanic	65	69.2	68	69.1	69	69.6	68	64.7	65	66.2	-3.0	1.5	65	66.2	71	64.8	69	69.6	68	72.1	65	60.0	-6.2	-12.1
Indochinese**	12	83.3	11	81.8	15	80.0	9	-	-	-	-	-	12	83.3	11	81.8	15	86.7	9	-	-	-	-	-
Native American	3	-	1	64.7	0	-	0	-	0	-	-	-	3	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	2	6.3	2	-	1	-	0	-	-	-	1	-	2	-	2	-	1	-	0	-	-	-
White	132	72.7	140	80.0	158	77.2	150	82.0	146	83.6	10.9	1.6	132	72.0	139	74.1	157	77.1	151	81.5	146	84.9	12.9	3.4
Multiracial	24	79.2	20	85.0	22	86.4	18	88.9	19	73.7	-5.5	-15.2	24	75.0	20	85.0	22	86.4	18	88.9	19	73.7	-1.3	-15.2
English Learner	10	30.0	7	7.4	5	-	7	-	11	18.2	-11.8	-	10	40.0	10	40.0	5	-	7	-	11	18.2	-21.8	-
English-Speaking	242	73.6	254	77.2	281	77.6	258	78.7	252	77.0	3.4	-1.7	242	70.7	253	72.3	280	76.1	259	79.2	251	78.1	7.4	-1.1
Reclassified†	17	82.4	14	92.9	20	80.0	11	81.8	11	81.8	-0.6	0.0	17	64.7	14	85.7	20	90.0	11	90.9	11	90.9	26.2	0.0
Initially Eng. Speaking	225	72.9	240	76.3	261	77.4	247	78.5	241	76.8	3.9	-1.7	225	71.1	239	71.5	260	75.0	248	78.6	240	77.5	6.4	-1.1
Econ. Disadv.*	72	52.8	66	59.1	69	56.5	59	59.3	58	50.0	-2.8	-9.3	72	58.3	66	54.5	68	55.9	60	56.7	57	47.4	-10.9	-9.3
Non-Econ. Disadv.	180	79.4	195	81.0	217	82.5	206	82.0	205	81.5	2.1	-0.5	180	73.9	197	76.6	217	80.6	206	84.0	205	83.4	9.5	-0.6
Gifted	93	88.2	95	89.5	88	95.5	61	95.1	59	91.5	3.3	-3.6	93	84.9	96	90.6	88	97.7	61	98.4	59	100.0	15.1	1.6
Not Gifted	159	62.3	166	67.5	198	67.7	204	71.6	204	69.6	7.3	-2.0	159	60.4	167	59.9	197	64.5	205	71.7	203	68.5	8.1	-3.2
With Disabilities	24	16.7	26	23.1	21	33.3	30	26.7	32	15.6	-1.1	-11.1	24	25.0	26	23.1	20	30.0	30	26.7	32	15.6	-9.4	-11.1
WO Disabilities	228	77.6	235	81.3	265	79.6	235	83.4	231	82.7	5.1	-0.7	228	74.1	237	76.4	265	78.1	236	84.3	230	83.9	9.8	-0.4
Homeless	1	-	0	25.0	0	-	0	-	1	-	-	-	1	-	2	-	4	-	0	-	1	-	-	-
Foster	2	-	0	10.0	1	-	0	-	0	-	-	-	2	-	1	-	1	-	0	-	0	-	-	-
Military	6	-	6	100.0	7	-	10	70.0	6	-	-	-	6	-	6	-	7	-	10	70.0	6	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
Grade 3

Student Group	English Language Arts 2015 N	%	2016 N	%	2017 N	%	2018 N	%	2019 N	%	Chg From 2015 %	Chg From 2018 %	Mathematics 2015 N	%	2016 N	%	2017 N	%	2018 N	%	2019 N	%	Chg From 2015 %	Chg From 2018 %
Total	85	64.7	87	77.0	102	77.5	84	76.2	86	74.4	9.7	-1.8	85	68.2	87	80.5	102	81.4	84	82.1	85	81.2	13.0	-0.9
Female	46	63.0	43	86.0	46	80.4	36	88.9	52	76.9	13.9	-12.0	46	63.0	43	81.4	46	76.1	36	86.1	52	76.9	13.9	-9.2
Male	39	66.7	44	68.2	56	75.0	48	66.7	34	70.6	3.9	3.9	39	74.4	44	79.5	56	85.7	48	79.2	33	87.9	13.5	8.7
African American	2	-	6	50.0	3	-	1	-	5	-	-	-	2	-	6	-	3	-	1	-	4	-	-	-
Asian**	3	-	2	94.4	2	-	3	-	6	-	-	-	3	-	2	-	2	-	3	-	6	-	-	-
Filipino	0	-	0	54.2	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	20	45.0	21	71.4	27	81.5	21	57.1	16	68.8	23.8	11.7	20	50.0	21	81.0	27	88.9	21	71.4	16	62.5	12.5	-8.9
Indochinese**	6	-	2	81.8	7	-	2	-	-	-	-	-	6	-	2	-	7	-	2	-	-	-	-	-
Native American	0	-	0	64.7	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	6.3	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
White	42	64.3	49	79.6	55	74.5	50	80.0	51	90.2	25.9	10.2	42	71.4	49	81.6	55	81.8	50	84.0	51	92.2	20.8	8.2
Multiracial	11	63.6	6	85.0	8	-	7	-	7	-	-	-	11	63.6	6	-	8	-	7	-	7	-	-	-
English Learner	5	-	2	7.4	1	-	3	-	4	-	-	-	5	-	2	-	1	-	3	-	4	-	-	-
English-Speaking	80	65.0	85	78.8	101	78.2	81	77.8	82	76.8	11.8	-1.0	80	68.8	85	82.4	101	82.2	81	82.7	81	84.0	15.2	1.3
Reclassified†	5	-	4	92.9	5	-	1	-	4	-	-	-	5	-	4	-	5	-	1	-	4	-	-	-
Initially Eng. Speaking	75	62.7	81	77.8	96	78.1	80	77.5	78	76.9	14.2	-0.6	75	68.0	81	81.5	96	82.3	80	82.5	77	83.1	15.1	0.6
Econ. Disadv.*	29	44.8	16	62.5	19	63.2	17	64.7	19	47.4	2.6	-17.3	29	55.2	16	75.0	19	57.9	17	64.7	18	50.0	-5.2	-14.7
Non-Econ. Disadv.	56	75.0	71	80.3	83	80.7	67	79.1	67	82.1	7.1	3.0	56	75.0	71	81.7	83	86.7	67	86.6	67	89.6	14.6	3.0
Gifted	25	92.0	33	97.0	25	100.0	14	100.0	20	90.0	-2.0	-10.0	25	96.0	33	100.0	25	100.0	14	100.0	20	100.0	4.0	0.0
Not Gifted	60	53.3	54	64.8	77	70.1	70	71.4	66	69.7	16.4	-1.7	60	56.7	54	68.5	77	75.3	70	78.6	65	75.4	18.7	-3.2
With Disabilities	12	16.7	6	23.1	5	-	14	21.4	7	-	-	-	12	25.0	6	-	5	-	14	35.7	7	-	-	-
WO Disabilities	73	72.6	81	81.5	97	79.4	70	87.1	79	78.5	5.9	-8.6	73	75.3	81	85.2	97	83.5	70	91.4	78	85.9	10.6	-5.5
Homeless	1	-	0	25.0	0	-	0	-	1	-	-	-	1	-	0	-	4	-	0	-	1	-	-	-
Foster	1	-	0	10.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	3	100.0	2	-	5	-	0	-	-	-	1	-	3	-	2	-	5	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
Grade 4

Student Group	English Language Arts 2015 N	%	2016 N	%	2017 N	%	2018 N	%	2019 N	%	Chg From 2015 %	2018 %	Mathematics 2015 N	%	2016 N	%	2017 N	%	2018 N	%	2019 N	%	Chg From 2015 %	2018 %
Total	86	69.8	84	76.2	95	81.1	95	82.1	80	71.3	1.5	-10.8	86	68.6	86	68.6	95	71.6	96	80.2	80	72.5	3.9	-7.7
Female	41	73.2	45	80.0	42	83.3	43	83.7	35	80.0	6.8	-3.7	41	70.7	44	65.9	42	71.4	44	75.0	35	74.3	3.6	-0.7
Male	45	66.7	39	71.8	53	79.2	52	80.8	45	64.4	-2.3	-16.4	45	66.7	42	71.4	53	71.7	52	84.6	45	71.1	4.4	-13.5
African American	5	-	2	50.0	7	-	3	-	2	-	-	-	5	-	2	-	7	-	3	-	2	-	-	-
Asian**	0	-	3	94.4	2	-	2	-	5	-	-	-	0	-	3	-	2	-	2	-	5	-	-	-
Filipino	0	-	0	54.2	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	24	75.0	20	50.0	20	80.0	26	76.9	22	59.1	-15.9	-17.8	24	75.0	23	47.8	20	65.0	26	73.1	22	50.0	-25.0	-23.1
Indochinese**	3	-	6	81.8	2	-	6	-	-	-	-	-	3	-	6	-	2	-	6	-	-	-	-	-
Native American	1	-	0	64.7	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	6.3	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
White	47	72.3	43	86.0	58	82.8	51	86.3	45	75.6	3.3	-10.7	47	70.2	42	73.8	58	77.6	52	84.6	45	80.0	9.8	-4.6
Multiracial	6	-	9	85.0	5	-	7	-	6	-	-	-	6	-	9	-	5	-	7	-	6	-	-	-
English Learner	3	-	5	7.4	2	-	2	-	4	-	-	-	3	-	8	-	2	-	2	-	4	-	-	-
English-Speaking	83	72.3	79	79.7	93	82.8	93	83.9	76	73.7	1.4	-10.2	83	69.9	78	70.5	93	73.1	94	81.9	76	75.0	5.1	-6.9
Reclassified†	3	-	5	92.9	5	-	5	-	2	-	-	-	3	-	5	-	5	-	5	-	2	-	-	-
Initially Eng. Speaking	80	73.8	74	78.4	88	81.8	88	84.1	74	73.0	-0.8	-11.1	80	70.0	73	69.9	88	71.6	89	82.0	74	74.3	4.3	-7.7
Econ. Disadv.*	22	45.5	27	59.3	23	60.9	22	63.6	17	52.9	7.4	-10.7	22	50.0	27	51.9	23	60.9	23	65.2	17	47.1	-2.9	-18.1
Non-Econ. Disadv.	64	78.1	57	84.2	72	87.5	73	87.7	63	76.2	-1.9	-11.5	64	75.0	59	76.3	72	75.0	73	84.9	63	79.4	4.4	-5.5
Gifted	30	80.0	22	90.9	36	97.2	22	100.0	15	93.3	13.3	-6.7	30	83.3	23	95.7	36	94.4	22	100.0	15	100.0	16.7	0.0
Not Gifted	56	64.3	62	71.0	59	71.2	73	76.7	65	66.2	1.9	-10.5	56	60.7	63	58.7	59	57.6	74	74.3	65	66.2	5.5	-8.1
With Disabilities	8	-	10	20.0	5	-	6	-	16	18.8	-	-	8	-	10	20.0	5	-	6	-	16	18.8	-	-
WO Disabilities	78	75.6	74	83.8	90	83.3	89	85.4	64	84.4	8.8	-1.0	78	73.1	76	75.0	90	74.4	90	83.3	64	85.9	12.8	2.6
Homeless	0	-	0	25.0	0	-	0	-	1	-	-	-	0	-	1	-	2	-	0	-	1	-	-	-
Foster	1	-	0	10.0	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	0	100.0	3	-	3	-	4	-	-	-	2	-	1	-	3	-	3	-	4	-	-	-

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** Beginning in 2019, Indochinese is included in the Asian ethnic group.

2015-2019 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Benchley/Weinberger
Grade 5

Student Group	English Language Arts														Chg From		Mathematics														Chg From	
	2015		2016		2017		2018		2019		2015	2018					2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%					N	%	N	%	N	%	N	%	N	%	%	%
Total	81	81.5	90	73.3	89	69.7	86	72.1	97	77.3	-4.2	5.2					81	71.6	90	64.4	88	70.5	86	70.9	97	73.2	1.6	2.3
Female	44	86.4	43	79.1	48	64.6	37	81.1	45	80.0	-6.4	-1.1					44	63.6	43	69.8	47	66.0	37	78.4	45	66.7	3.1	-11.7
Male	37	75.7	47	68.1	41	75.6	49	65.3	52	75.0	-0.7	9.7					37	81.1	47	59.6	41	75.6	49	65.3	52	78.8	-2.3	13.5
African American	5	-	6	50.0	3	-	8	-	5	-	-	-					5	-	6	-	3	-	8	-	5	-	-	-
Asian**	0	-	0	94.4	3	-	2	-	8	-	-	-					0	-	0	-	3	-	2	-	8	-	-	-
Filipino	0	-	0	54.2	0	-	0	-	1	-	-	-					0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	21	85.7	27	81.5	22	45.5	21	57.1	27	70.4	-15.3	13.3					21	71.4	27	66.7	22	50.0	21	71.4	27	66.7	-4.7	-4.7
Indochinese**	3	-	3	81.8	6	-	1	-	-	-	-	-					3	-	3	-	6	-	1	-	-	-	-	-
Native American	2	-	1	64.7	0	-	0	-	0	-	-	-					2	-	1	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	6.3	1	-	1	-	0	-	-	-					0	-	0	-	1	-	1	-	0	-	-	-
White	43	81.4	48	75.0	45	73.3	49	79.6	50	84.0	2.6	4.4					43	74.4	48	66.7	44	70.5	49	75.5	50	82.0	7.6	6.5
Multiracial	7	-	5	85.0	9	-	4	-	6	-	-	-					7	-	5	-	9	-	4	-	6	-	-	-
English Learner	2	-	0	7.4	2	-	2	-	3	-	-	-					2	-	0	-	2	-	2	-	3	-	-	-
English-Speaking	79	83.5	90	73.3	87	71.3	84	73.8	94	79.8	-3.7	6.0					79	73.4	90	64.4	86	72.1	84	72.6	94	75.5	2.1	2.9
Reclassified†	9	-	5	92.9	10	70.0	5	-	5	-	-	-					9	-	5	-	10	90.0	5	-	5	-	-	-
Initially Eng. Speaking	70	82.9	85	72.9	77	71.4	79	73.4	89	79.8	-3.1	6.4					70	75.7	85	63.5	76	69.7	79	70.9	89	75.3	-0.4	4.4
Econ. Disadv.*	21	71.4	23	56.5	27	48.1	20	50.0	22	50.0	-21.4	0.0					21	71.4	23	43.5	26	50.0	20	40.0	22	45.5	-25.9	5.5
Non-Econ. Disadv.	60	85.0	67	79.1	62	79.0	66	78.8	75	85.3	0.3	6.5					60	71.7	67	71.6	62	79.0	66	80.3	75	81.3	9.6	1.0
Gifted	38	92.1	40	82.5	27	88.9	25	88.0	24	91.7	-0.4	3.7					38	78.9	40	80.0	27	100.0	25	96.0	24	100.0	21.1	4.0
Not Gifted	43	72.1	50	66.0	62	61.3	61	65.6	73	72.6	0.5	7.0					43	65.1	50	52.0	61	57.4	61	60.7	73	64.4	-0.7	3.7
With Disabilities	4	-	10	30.0	11	27.3	10	30.0	32	15.6	-	-14.4					4	-	10	30.0	10	30.0	10	10.0	32	15.6	-	5.6
WO Disabilities	77	84.4	80	78.8	78	75.6	76	77.6	88	85.2	0.8	7.6					77	74.0	80	68.8	78	75.6	76	78.9	88	80.7	6.7	1.8
Homeless	0	-	0	25.0	0	-	0	-	1	-	-	-					0	-	1	-	4	-	0	-	1	-	-	-
Foster	0	-	0	10.0	0	-	0	-	0	-	-	-					0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	100.0	2	-	0	-	0	-	-	-					3	-	2	-	2	-	0	-	0	-	-	-

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** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2019-20 SPSA EVALUATION OF LCFF AND TITLE I FUNDED ACTIONS AND ACTIVITIES

SCHOOL NAME: BENCHLEY/WEINBERGER ELEMENTARY SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800 SCHOOL YEAR: 2019-20	

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

Library Assistant reads One Book, One School literature throughout the school year. Various literature addesses topics to fulfill the goals of safe, inclusive, and collaborative environment. Topics include, but are not limited too: anti-bullying, cultures around the world, similarities and differences, being an upstander, service awareness, self-love, mindfulness, growth mindset, and more.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst -	0.17501	$6,083.09	09800-2231	Library assistant serves the entire school to increase literacy, speaking and listening, and presentation skills in order to improve student achievement and close the achievement gap	We held four school-wide events/activities and we were successful in this goal. The money spent for the librarian did help us reach our goal by reading One Book, One School books throughout the year and addressing topics such as anti-bullying, cultures around the world, similarities and differences, being an upstander, service awareness, self-love, mindfulness, and growth mindset.	We were not able to measure the effectiveness of this goal through the Healthy Kids survey since we were not able to give it last year (Covid).	We will continue to plan No Place for Hate activities and show diversity through literature in our library. We'll also add Project Based Learning, Restorative Justice and Trauma Informed practices to our goal

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

Strategies for all students with a focus on SWD include, but are not limited to:
- Daily small group instruction for SWD and students performing below grade level
- Gen Ed and Special Ed staff co planning
- Weekly monitoring of all students performing below basic
- Special Ed staff attending bi-monthly PLCs to examine data and make decisions based upon most current assessment
- Push in support provided by principal and push in support teacher
- Software programs to support in school and at home

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		$7,505.00	09800-4301	B-W purchases supplies that include software to support our media lab activities, Scholastic News, Raz Kids, First in Math, Studies Weekly newspaper in support of our ELA and Mathematics goals. Push in	We successfully used Scholastic News, Raz Kids, First in Math, Studies Weekly to support the reading goals for our learners.	We will also need some of this supply money to support Project Based Experiences that build motivation and relevance in reading.	We will continue to use this money for supplies.

				support provided by Foundation monies and by principal pushing into classrooms for small group instruction.			
Software License		$2,000.00	09800-5841	Software is used schoolwide to support our communication magnet activities, integrate technology across the content areas, and support our media center lessons. Various software is used to support struggling students performing below grade level.	We successfully used Scholastic News, Raz Kids, First in Math, Studies Weekly to support the reading goals for our learners performing below grade level.	N/A	We will continue to use this money for subscriptions.

Note/Reminders (optional):

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

Best practices will be implemented for all students with a focus on Tier ll support for struggling students. Push in teachers, Special Ed staff, and general education teachers will provide more individualized instruction supports for student in ELA. Strategies/Activities will include, but not limited to:
- Collaboration in bi-monthly PLCs (focus on common assessment, GVC)
- Push in Support teacher to work with struggling students
- Differentiated PD to meet the needs of teachers based upon student needs
- Monthly/Weekly assessments based upon student needs
- Common assessments to be discussed in collaboration with SpEd team and gen ed teacher
- FAST assessment and resources to be used grade 3-5

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	All supplies directly supports teaching and learning,for unduplicated students.	We did not have money allocated in this area	We did not have money allocated in this area	We did not have money allocated in this area

Note/Reminders (optional):

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description
Strategies for all students with a focus on SWD include, but are not limited to: Daily small group instruction for SWD and students performing below grade level Gen Ed and Special Ed staff co planning Weekly monitoring of all students performing below basic Special Ed staff attending bi-montly PLCs to examine data and make decisions based upon most current assessment Push in support provided by principal and push in support teacher

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	All supplies directly support student lessons, teaching, and learning of unduplicated students.	We did not have money allocated in this area	We did not have money allocated in this area	We did not have money allocated in this area

Note/Reminders (optional):
What are my leadership strategies in service of the goals? Priorities in our 19-20 SPSA will be integrated into our trainings, Professional Learning Community foci, Instructional Leadership time foci, purposeful planning to ensure a guaranteed viable curriculum across the content areas. Specific leadership actions taken were: • Ongoing walkthroughs were conducted with a lens on student experiences. Walk through teams included Ed Specialists and other support   staff. High expectations were held for all educators, and they are all included in professional development, professional learning communities,

and learning opportunities.

- Professional Learning Communities used common assessments to yield ongoing student data in order to purposefully plan lessons based upon findings.
- Professional Development was based upon the needs of teachers and created from walk through data.
- A pilot was created in which students with disabilities service hours were delivered in the classroom, deploying students or using multi-aged flexible grouping to meet the variability of learners.
- A clear vision that students with disabilities are general education students FIRST was developed and grown and that support staff work in tandem with, not instead of, the classroom teacher.
- Instruction and environments were personalized to learners' strengths and needs. Adaptations to learning environments and lessons were made to meet these needs. There is ongoing monitoring of student progress.
- School wide behavior team, working from a restorative justice platform, worked with classroom teacher and team to develop strategies that support students remaining in the classroom.