



# THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

## AT **BENCHLEY/WEINBERGER ELEMENTARY SCHOOL**

**2022-23**

37-68338-6040299  
CDS Code

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
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

**Board Approval: January 24, 2023**

**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.*

**2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT**

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Benchley-Weinberger PHONE: 619-344-4000 FAX: 619-

SITE CONTACT PERSON: Mindy Ahrens 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 I Schoolwide Programs (SWP)       CSI School       ATSI 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 composed correctly, and 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:

- |                                     |   |                                      |
|-------------------------------------|---|--------------------------------------|
| <input type="checkbox"/>            | English Learner Advisory Committee (ELAC)                         | Date of presentation: _____          |
| <input type="checkbox"/>            | Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____          |
| <input type="checkbox"/>            | Gifted and Talented Education Program Advisory Committee (GATE)   | Date of presentation: _____          |
| <input checked="" type="checkbox"/> | Site Governance Team (SGT)  | Date of presentation: <u>10/3/22</u> |
| <input checked="" type="checkbox"/> | Other (list): <u>Staff</u>  | Date of presentation: <u>9/28/22</u> |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 10/3/22

**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  
Type/Print Name of School Principal

Katherine Luera  
Type/Print Name of SSC Chairperson

\_\_\_\_\_  
Type/Print Name of ELAC Representative

Monika Hazel  
Type/Print Name of Area Superintendent

Mindy Ahrens 10/3/22  
Signature of School Principal / Date

Kate Luera 10/3/22  
Signature of SSC Chairperson / Date

\_\_\_\_\_  
Signature of ELAC Representative / Date

Monika Hazel 10/17/22  
Signature of Area Superintendent / Date

**Email & Submit Document with Original Signatures**  
Strategic Planning for Student Achievement Department  
Eugene Brucker Education Center, Room 3126

**Due October 7th 2022**

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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 Non-Title I, 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.

- 1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District - with Equity at the Core and Support for the Whole Child- We are bringing in training for parents and staff around Restorative Practices in order to change mindsets about discipline, build belonging and a more positive school culture, and to help us create a school-wide Restorative Discipline Policy. We also expect these efforts to contribute to a decrease in chronic absenteeism.*
- 2. Access to Broad and Challenging Curriculum- We will focus on high leverage, research based interventions for students by offering small group reading intervention support, using data to guide collaborative PLCs, and using Lexia to support differentiated intervention to all students. We will pay special attention to the data of our subgroups (Learners with disabilities, English Learners and our Black Youth.)*
- 3. Accelerating Student Learning With High Expectations for All- We will focus on high leverage, research based interventions for students by offering small group reading intervention support, using data to guide collaborative PLCs, and using Lexia to support differentiated intervention to all students. We will pay special attention to the data of our subgroups (Learners with disabilities, English Learners and our Black Youth.)*
- 4. Quality Leadership, Teaching and Learning- We will increase the quality of the leadership, teaching and learning by: 1. Creating and facilitating three all-staff collaborative teams (Learning, Culture and Operations), 2. Building more structured, aligned data monitoring systems, 3. Building a Restorative Culture*
- 5. Parent and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities- We plan to increase the opportunities for families to engage both during the school day and outside of the school day. We are planning several parent nights,*

*family friendly events, and are expanding our volunteer opportunities so that all parents and guardians can find an access point that fits their needs and interests.*

**ENGAGING EDUCATIONAL PARTNERS**

<p>School Site Council</p>	<p>1/10/22- looked at mid-year data from 21-22 school year and started to discuss potential areas of need for the following year (budget and goals)          3/14/22- worked with SSC to build the SBB for 22-23 school year          5/9/22- discussed end of year data and possible goals for 22-23 school year          9/19/22- Principal brought 21-22 goals to review again and then a high level proposal of 22-23 goals          *Principal sent a draft of the goals between the two meetings for SSC review          10/3/22- Principal shared 22-23 proposed goals, sought feedback, finalized goals with SSC and then SSC approved the final goals.</p>
<p>Professional Learning Communities</p>	<p>6/16/22-6/17/22, 8/22/22-8/23/22- Majority of staff participated in Adaptive Schools training where we examined our values and vision. We built the foundations for our three collaborative teams (PLCs) for the 22-23 school year (Culture, Learning, Operations) and formulated draft goals for each team.           9/28/22- Principal presented 21-22 goals and analysis, 21-22 data and facilitated staff to create draft goals for 22-23 SPSA.</p>
<p>Site Governance Team</p>	<p>1/10/22- looked at mid-year data from 21-22 school year and started to discuss potential areas of need for the following year (budget and goals)          3/14/22- worked with SSC to build the SBB for 22-23 school year          5/9/22- discussed end of year data and possible goals for 22-23 school year          9/19/22- Principal brought 21-22 goals to review again and then a high level proposal of 22-23 goals          *Principal sent a draft of the goals between the two meetings for SSC review          10/3/22- Principal shared 22-23 proposed goals, sought feedback, finalized goals with SSC and then SSC approved the final goals.</p>

**RESOURCE INEQUITIES**

I was very pleased overall when looking at our 21-22 data. I expected to see a bigger effect from COVID on our academic and social emotional growth. Overall, most of our CAASPP data was close to or slightly above the pre-COVID data. In ELA we hoped to increase the percentage of 3-5th graders students meeting or exceeding grade level standards from 77% to 85% on the CAASPP. Although we did not meet our goal, we were only a few percentage points (75%) under the pre-COVID score. In math we hoped to increase the percentage of 3-5th graders students meeting or exceeding

grade level standards from 77% to 85% on the CAASPP. Although we did not meet our goal in math either, we were also only a few percentage points (73%) under the pre-COVID score. Again, although we had a slight decrease, our students did incredibly well in light of the pandemic.

Our Learners with Disabilities were a bright spot. They far exceeded the pre-COVID scores. In ELA we hoped to increase the percentage of 3-5th graders students with disabilities meeting or exceeding grade level standards from 15% to 25% on the CAASPP. Our learners exceeded this goal and 27% meet or exceeded grade level standard. In math we also hoped to increase the percentage of 3-5th graders students with disabilities meeting or exceeding grade level standards from 15% to 25% on the CAASPP. Our learners exceeded this goal as well and 27% meet or exceeded grade level standard.

Unfortunately, we saw a decrease in our English Language subgroup's scores. This is a very small group of students, less than 10. Although their data cannot be publicly shared due to the small number of students, we do see that this group needs more support. The lack of in-person instruction two years ago, the physical separation and masking last year impacted the ability to practice communication and see good communication modeled.

COVID also wreaked havoc on our chronic absenteeism goals. We drastically increased from 4% of all students chronically absent to 19%. This impacted our black youth the most however I cannot publicly share the data due to the small number of students.

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 English learners.

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 and DEMI assessments to pinpoint areas of growth and decline in both ELA and Mathematics, 3 times a year for all students.

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
- Bi-monthly PLCs and PD specifically focused on literacy to examine data and make decisions based upon most current assessment
- Push in support provided by principal and push in support teacher

Benchley-Weinberger is not a CSI or ATSI school.

**SCHOOL SITE COUNCIL MEMBERSHIP**

<b>Member Name</b>	<b>Role</b>
Cameron Bresnick	Other school representative
Mindy Ahrens	Principal
Sue Sward	Classroom teacher
Michelle Trujillo	Classroom teacher
Roma Patel	Parent
Nicole Ramos	Parent
Kathy Bruton	Parent
Melissa Sedgwick	Parent
Sarah Kahn	Parent
Kate Luera	Classroom teacher

## GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

### LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

#### 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.

Black Youth: Developing antiracist and restorative school communities.

#### District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

#### Annual Review of This Goal: SPSA Reviewed 2021-22

##### \*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Our goals for the 2021-22 school year included the following:

1. Increase the percent of students in 4th and 5th grade who respond favorably to the Social Awareness section of the District SEL survey from 62% to 72% by the end of the school year.

The district SEL survey showed that 73% of 4th and 5th graders respond favorably to the Social Awareness section in the Spring. The goal **was** reached. We believe that the work we did to build belonging and the focus on social emotional learning with our counselor and in classrooms led to this increase.

2. Decrease chronic absenteeism from 4% to 2%

Our absentee data shows that overall, we had a 19% chronic absentee rate. We know that the increase is due to COVID and regulations around staying home with symptoms and for several days if a close contact or testing positive. We also had families who were medically cautious and kept children home when there was a positive case in the classroom or grade level. Although our absentee rate was lower than most schools in our area, we still need to reduce the number of chronically absent students so they don't miss crucial learning opportunities.

3. Increase 4th and 5th grade **English Learners** self-efficacy score on the districts **assessment** from ---% to 60% by the end of the school year.

Number of students in this subgroup is too low to publicly report. The goal was **not** reached

4. Increase 4th and 5th grade **Students with Disabilities** self-efficacy score on the districts **assessment** from 47% to 60% by the end of the school year.

The district SEL survey showed that 55% of the 4th and 5th grade **Students with Disabilities** responded favorably to the self-efficacy section in the



Spring. The goal was **somewhat** reached. We believe that the work we did to build belonging and the focus on social emotional learning with our counselor and in classrooms led to this increase.

5. Increase 4th and 5th grade **Black Youth** growth-mindset score on the districts **assessment** from ----% to 85% by the end of the school year.

The goal was **somewhat** reached. We believe that the work we did to build belonging and the focus on social emotional learning with our counselor and in classrooms led to an increase.

6. Increase 4th and 5th grade **Socio-economically disadvantaged** students' growth-mindset score on the districts **assessment** from 30% to 50% by the end of the school year.

The district SEL survey showed that 40% of the 4th and 5th grade **Socio-economically disadvantaged youth** responded favorably to the growth-mindset section in the Spring. The goal was **somewhat** reached. We believe that the work we did to build belonging and the focus on social emotional learning with our counselor and in classrooms led to this increase.

7. Decrease chronic absenteeism in Black youth from 6.7% to 3.35%

Our absentee data shows that overall, we had an increase in chronic absentee rate among black youth. We know that the increase is due to COVID and regulations around staying home with symptoms and for several days if a close contact or testing positive. We also had families who were medically cautious and kept children home when there was a positive case in the classroom or grade level. Although our absentee rate was lower than most schools in our area, we still need to reduce the number of chronically absent students so they don't miss crucial learning opportunities.

8. Decrease chronic absenteeism in White youth from 5.6% to 2.8%

Our absentee data shows that overall, we had a 17% chronic absentee rate among white youth. We know that the increase is due to COVID and regulations around staying home with symptoms and for several days if a close contact or testing positive. We also had families who were medically cautious and kept children home when there was a positive case in the classroom or grade level. Although our absentee rate was lower than most schools in our area, we still need to reduce the number of chronically absent students so they don't miss crucial learning opportunities.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

There were no differences. We used the budget allocated to this goal for SEL and Restorative Practices curriculum and books.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We are keeping almost all of our goals since most of them were not reached. Our only change is to shift the focus of the whole school goal from "Social Awareness" to "Culture and Climate." After gaining feedback from school staff, they felt that we needed to work on the overall umbrella of culture and climate. We are focusing on building a restorative school with restorative practices trainings for staff and parents. We are hoping to see an increase in the Culture and Climate section of the SEL assessment as an outcome of the trainings.

**\*Identified Need**

When we look at the data in our Healthy Kids survey, our SEL survey and office referral data, we see that our students are still struggling to interact safely and kindly with each other. On the Culture and Climate section of the SEL survey, 76% of 4th and 5th graders responded favorably. On the Health Kids Survey, the 5th graders who took the survey reported: 21% were hit or pushed, 12% had mean rumors spread about them, and 2% were called a bad name or a target of mean jokes. Additionally, we notice that we still have some compliance based discipline practices and wish to align ourselves with the district's restorative approach. With all of this said, we have a need to build a restorative climate and culture here.

When looking at our chronic absentee data from the 21-22 school year we see that it has greatly risen compared to the years previously. Across the whole school, 19% of students were chronically absent last year and 17% of our white youth were chronically absent. We know that the increase is due to COVID and regulations around staying home with symptoms and for several days if a close contact or testing positive. We also had families who were medically cautious and kept children home when there was a positive case in the classroom or grade level. Although our absentee rate was lower than most schools in our area, we still need to reduce the number of chronically absent students so they don't miss crucial learning opportunities. We hope that the lower COVID rates and the focus on a restorative culture will lead to lower absentee rates.

**\*Goal 1 - Safe, Collaborative and Inclusive Culture**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	4-5	Increase the percent of students in 4th and 5th grade who respond favorably to the Culture & Climate section of the District SEL survey from 76% to 80% by the end of the school year.	76%	80%	Other (Describe in Objective)	Annually
June 2023	TK-5	Decrease chronic absenteeism	19%	10%	Chronic Absenteeism	Annually

**\*Annual Measurable Outcomes (Closing the Equity Gap)**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	4-5	English Learner	Increase 4th and 5th grade English Learners self-efficacy score on the district SEL assessment	baseline	60%	Other (Describe in Objective)	annually

## Benchley/Weinberger Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

June 2023	4-5	Students with Disabilities	Increase 4th and 5th grade Students with Disabilities self-efficacy score on the district SEL assessment	55%	60%	Other (Describe in Objective)	annually
June 2023	4-5	Black or African American	Increase 4th and 5th grade Black Youth growth-mindset score on the district SEL assessment	baseline	85%	Other (Describe in Objective)	annually
June 2023	TK-5	Black or African American	Decrease chronic absenteeism	baseline	10%	Chronic Absenteeism	annually
June 2023	TK-5	White	Decrease chronic absenteeism	17%	7%	Chronic Absenteeism	annually

### Supporting Black Youth - Additional Goals

- ✓ 1. Benchley Weinberger's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Benchley Weinberger is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Benchley Weinberger's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Benchley Weinberger will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Benchley Weinberger will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Benchley Weinberger's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Benchley Weinberger will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.
- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Benchley Weinberger will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

**SEL RJP curriculum taught by staff and monitoring of chronic absenteeism**

**\*Students to be served by this Strategy/Activity**

All students

**\*Strategy/Activity - Description**

Our school counselor and classroom teachers will teach classroom lessons on the topics of Social Awareness, Self-Efficacy and Growth Mindset. Multiple resources/curriculum will be used including Second Step, Size of the Problem and Zones of Regulation, Restorative Practices. Library- add more multicultural books to classroom and school library  
Cultural assemblies, envisioning our multicultural fair  
Weekly attendance reports will enable our BW team (principal, counselor, attendance clerk, nurse) to review and analyze data for individual students, subgroups and or classroom attendance and design individualized support plans for students and families in need.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N02938X	Supplies		\$2,000.00	\$2,000.00	0293-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		For SEL and restorative practices books and curriculum to help implement these practices

**\*Additional Supports for this Strategy/Activity**

Some curriculum has already been purchased. Our special education team is already trained in Size of the Problem and Zones of Regulation.

**Staff and parent PD**

**\*Students to be served by this Strategy/Activity**

All students

**\*Strategy/Activity - Description**

All staff (classified and certificated will go through several Restorative Practices PD courses throughout the year with the RJP district team. We will also offer a series of courses to parents. The goal of the trainings is to 1. Change staff and parents' mindsets from compliance based practices to a restorative approach, 2. To give staff and parents a set of tools/resources for community building and conflict resolution, and 3. To support the building of a restorative discipline plan specific to our site (based on the district's plan).

## **LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All**

### **Call to Action Belief Statements**

**ELA:** 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.

**Math:** 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.

**English Learners:** 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.

**Students with Disabilities: 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.

**Graduation/Promotion Rate:** 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**

2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All

### **Annual Review of This Goal: SPSA Reviewed 2021-22**

#### **\*Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

We are happy to report that many of our goals were met or almost met in the area of ELA and Math. Overall, our 3-5th grade students stayed almost level to their pre-COVID CAASPP scores. In ELA 75% of students met or exceeded grade level standards on the CAASPP. (Compared to 75% pre-COVID in 18-19 school year.) In math, 73% of students met or exceeded grade level standards on the CAASPP. (Compared to 75% pre-COVID in 18-19 school year.) Although there is a slight decrease, we are very pleased that the percent are close to pre-COVID scores. COVID was hugely impactful to both the academic and social emotional growth of students and we worried that we would see a larger learning loss deficit. We saw even more growth in our district assessments. On the Fast reading assessment, we grew from 81% low risk or advanced in 20-22 to 82% in 21-22. On the Demi math assessment, we decreased the percent of students with "incomplete evidence" for communication from 31% to 22%.

Our subgroup of students with disabilities grew in both areas. In ELA, 22% of students with disabilities met or exceeded grade level standards on the CAASPP. (Compared to 13% pre-COVID in 18-19 school year.) And in Math, also 15% of students with disabilities met or exceeded grade level standards on the CAASPP. (Compared to 13% pre-COVID in 18-19 school year.) We believe that the small group instruction strategies and the purchase of the Lexia program helped to raise these scores.

Our English Learners were a very small group so their data is un-reportable publicly. We did not reach our goals in either reading or math. Although we carved out dELD time and supported them with small group instruction, COVID had an impact on their opportunity to communicate in class during online instruction for the 20-21 year. We are still working to support these students.

We also have too small of a population of Black Youth in 3rd-5th grade to publicly report this group's data. This group did incredibly well this year and met all but one of their academic goals. They far outreached the math goal of 60% meeting or exceeding grade level standards on the CAASPP. They drastically decreased the percent of students with "incomplete evidence" for communication on the Demi math assessment from 20%. Their ELA scores on the CAASPP far exceeded the 17% met or exceeded grade level standards on the CAASPP from the 19-20 school year. The only goal they did not reach was 100% scoring low risk or advanced on the FAST assessment.

#### **\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The following strategies attempted during the last school year definitely had a big impact on students successfully reaching or almost reaching the SPSA goals. We did not deviate from our strategies or our LCFF spending plan.

#### **Intervention Support**

- Daily small group instruction
- Reading Intervention teacher
- Panda Reading Partners
- Adaptive software programs- Raz-kids, Lexia
- Early Intervention Team and SST processes

**Assessment training and data monitoring**

- Common formative assessments- FAST, Fountas & Pinnell
- Monthly PLC meetings to examine data and plan instruction
- Early Intervention Team and SST processes
- Time for SPED and Gen-ed teacher to collaborate
- Staff attending monthly PLCs to examine data and make decisions based upon most current assessment and
- Staff attending monthly PDs to learn high quality literacy teaching practices

**Designated ELD instruction and intervention**

- Classroom Walk through and scheduled observations with feedback.
- Daily small group instruction for ELs
- Reading intervention support teacher(s)

**Collaboration between SPED and Gen-Ed teacher**

- Time for Gen Ed and Special Ed staff to communicate, co-plan and co-teach
- Counselor, Ed specialist and staff support for family

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Most of our goals will be staying the same since we were close to reaching them last year. We raised our goals from Learners with a Disability since they reached and exceeded their goals last year.

**\*Identified Need - English Language Arts**

Spring 2022 SBAC Data

ELA

- School wide 3-5-75% met and exceeded grade level standards
- Grade 3-79% met and exceeded grade level standards
- Grade 4-66% met and exceeded grade level standards
- Grade 5-81% met and exceeded grade level standards
- Students with Disabilities-22% met and exceeded grade level standards
- Socioeconomically Disadvantaged-67% met and exceeded grade level standards

**Math**

- School wide 3-5-73% met and exceeded grade level standards
- Grade 3-84% met and exceeded grade level standards
- Grade 4-65% met and exceeded grade level standards
- Grade 5-69% met and exceeded grade level standards
- Students with Disabilities-15% met and exceeded grade level standards
- Socioeconomically Disadvantaged-57% met and exceeded grade level standards

Although we are pleased with the growth of our students especially during the challenging years with COVID impacting learning and social emotional health, we want to continue to grow. We are especially concerned with the needs of our Students with Disabilities, Socioeconomically Disadvantaged Students and our English Language learners. Although the data cannot be reported publicly for our English Learners due to the small number of students, we are concerned that we did not meet our goals in either ELA or Math. This is a group we will be watching closely during the year as we collect formative data.

**\*Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Increase the percentage of students meeting/exceeding grade level standards on CAASPP ELA	75	85	CAASPP ELA	annually
June 2023	3-5	Increase the amount of 3-5th graders who scored low risk or advanced on the FAST reading assessment	82%	86%	FAST aReading	annually

**\*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	To increase the percentage of SWD achieving advanced and proficient on the CAASPP in ELA.	22	35	CAASPP ELA	annually
June 2023	3-5	English Learner	To increase the percentage of English Learners	baseline	25	CAASPP ELA	annually



## Benchley/Weinberger Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			achieving advanced and proficient on the CAASPP in ELA.				
June 2023	3-5	Black or African American	To increase the percentage of Black Youth achieving advanced and proficient on the CAASPP in ELA.	baseline	32	CAASPP ELA	annually
June 2023	3-5th	Students with Disabilities	To increase the amount of 3-5th grade students with disabilities who scored at low risk or advanced from 32% to 36%	32	36	FAST aReading	annually
June 2023	3-5th	English Learner	To increase the amount of 3-5th grade English Learners who scored at low risk or advanced from ---% to 25% %	baseline	25	FAST aReading	annually
June 2023	3-5th	Black or African American	To increase the amount of 3-5th grade Black Youth who scored at low risk or advanced from ---% to 75%	baseline	75	FAST aReading	annually
June 2023	3-5	Socioeconomically Disadvantaged	To increase the percentage of students achieving advanced and proficient on the CAASPP in ELA.	67	77	CAASPP ELA	annually

<b>*Identified Need - Math</b>							
Although we are pleased with the growth of our students especially during the challenging years with COVID impacting learning and social emotional health, we want to continue to grow. We are especially concerned with the needs of our English Language learners. Although the data cannot be reported publicly, we are concerned that we did not meet our goals in either ELA or Math. This is a group we will be watching closely during the year as we collect formative data.							
<b>*Goal 3 - Mathematics</b>							
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency	
June 2023	3-5	Increase percentage of students meeting/exceeding grade level standards	73	85	CAASPP Math	annually	
June 2023	3-5	Decrease our communication score on the DEMI math assessment from 22% to 15%	22	15	DEMI	annually	
<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Math</b>							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	Students with Disabilities	increase percentage of students meeting/exceeding grade level standards	15	35	CAASPP Math	annually
June 2023	3-5	English Learner	increase percentage of students meeting/exceeding grade level standards	baseline	25	CAASPP Math	annually
June 2023	3-5	Black or African American	increase percentage of students meeting/exceeding grade level standards	baseline	25	CAASPP Math	annually
June 2023	3-5	Students with Disabilities	Increase our evidence of proficiency or	47	60	DEMI	annually

## Benchley/Weinberger Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			strength in the area of communication on the DEMI math assessment				
June 2023	3-5	English Learner	Increase our evidence of proficiency or strength in the area of knowledge on the DEMI math assessment	baseline	45	DEMI	annually
June 2023	3-5	Black or African American	Increase our evidence of proficiency or strength in the area of application on the DEMI math assessment	baseline	75	DEMI	annually
June 2023	3-5	Socioeconomically Disadvantaged	increase percentage of students meeting/exceeding grade level standards	57	67	CAASPP Math	annually

**\*Identified Need - English Learners**

When you look across our school at all subgroups, we see that this group may need the most support. The amount of students in K-5th grade is smaller than 10 so data cannot be publicly reported. Goals were not met in either ELA or Math. This is a group we will be watching closely during the year as we collect formative data.

**\*Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5th graders	English Learner	To increase the percentage of English Learners achieving advanced and proficient on the	baseline	25	Other (Describe in Objective)	annual

## Benchley/Weinberger Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

			SBAC in ELA to 25%.				
June 2023	3-5th graders	English Learner	To increase the percentage of English Learners achieving advanced and proficient on the SBAC in Math to 25%.	baseline	25	Other (Describe in Objective)	annual
June 2023	K-5th grade	English Learner	To reclassify 95% of our English Learners who are eligible to reclassify based on the ELPAC assessment given in the Spring.	baseline	95	Summative ELPAC	annual

### \*Identified Need - Graduation/Promotion Rate

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. Although last year's goals were not quite met, we did increase our reading scores. Although the goal was: to increase the number of **3rd grade** students reading at or above grade level from 76.2% to 85% on the CAASPP ELA assessment, our 3rd graders did reach 79%. We will keep working toward the 85% goal this year.

### \*Goal 5- Graduation/Promotion Rate

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	Increase the percentage of students meeting/exceeding grade level standards	79	85	CAASPP ELA	annually
June 2023	3	90% of 3rd grade students will score low risk or advanced as measured on the District FAST Language Arts assessment.	baseline	90	FAST aReading	annually

<b>*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate</b>							
<b>By Date</b>	<b>Grade</b>	<b>Student Group</b>	<b>Objective</b>	<b>Baseline Percentage</b>	<b>Target Percentage</b>	<b>Measure of Success</b>	<b>Frequency</b>
June 2023	UTK-2nd	Students with Disabilities	Increase the amount of UTK-2nd grade SWD who score at or above grade level as measured on the F & P Reading assessment from 50% to 60%	50%	60%	Fountas and Pinnel	Annually
June 2023	UTK-2nd	English Learner	Increase the amount of UTK-2nd grade English Learners who score at or above grade level as measured on the F & P Reading assessment from — % to 35%	baseline	35%	Fountas and Pinnel	annually
June 2023	UTK-2nd	Black or African American	Increase the amount of UTK-2nd grade Black Youth who score at or above grade level as measured on the F & P Reading assessment from — % to 92%	baseline	92%	Fountas and Pinnel	annually

**Intervention- Reading and math**

**\*Students to be served by this Strategy/Activity**

Strategies are for all students with a focus on students with disabilities, English learners, and black youth. Also, a specific focus on 3rd grade learners for our Graduation/Promotion Rate goals.

<b>*Strategy/Activity - Description</b>									
<ul style="list-style-type: none"> <li>-Daily small group instruction</li> <li>-Reading Intervention teacher</li> <li>-Panda Reading Partners</li> <li>-Adaptive software programs- Raz-kids, Lexia, Scholastic News, and Studies Weekly</li> <li>-Early Intervention Team and SST processes</li> <li>-Adaptive software programs- SD math</li> <li>-Staff attending monthly PLCs to examine data and make decisions based upon most current assessment and</li> <li>-Staff attending monthly PDs to learn high quality literacy teaching practices</li> </ul>									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N029343	Supplies		\$3,028.00	\$3,028.00	0293-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		For research based ELA and math intervention supplies and programs
N02938Y	Supplies		\$5,000.00	\$5,000.00	0293-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		For the purchase of Lexia for the whole school. Differentiated intervention support
<b>*Additional Supports for this Strategy/Activity</b>									
Push in support teacher paid by Foundation/PTA funds \$18,000 annually									
<b>Assessment training and data monitoring- ELA</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students with a particular focus on students with disabilities, English Learners and Black youth.									
<b>*Strategy/Activity - Description</b>									
<ul style="list-style-type: none"> <li>-Common formative assessments- FAST, Fountas &amp; Pinnell (ELA)</li> <li>-Monthly PLC meetings to examine data and plan instruction for ELA</li> <li>-Early Intervention Team and SST processes</li> <li>-Time for SPED and Gen-ed teacher to collaborate</li> <li>-Staff attending monthly PLCs to examine data and make decisions based upon most current assessment</li> <li>-Staff attending monthly PDs to learn high quality literacy teaching practices</li> </ul>									

<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N02934A	Non Clsrm Tch Hrly		\$2,400.00	\$2,971.44	0293-09800-00- 1957-2130-0000- 01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low- Income		To pay for extra PLC time after school. Looking at data, planning instruction, collaboration between SPED and classroom teachers.
<b>Assessment training and data monitoring- Math</b>									
<b>*Students to be served by this Strategy/Activity</b>									
All students with a particular focus on students with disabilities, English Learners and Black youth.									
<b>*Strategy/Activity - Description</b>									
Common formative assessments- FAST, DEMI Monthly PLC meetings to examine data and plan instruction SST process									
<b>Designated ELD instruction and intervention</b>									
<b>*Students to be served by this Strategy/Activity</b>									
English Language Learners									
<b>*Strategy/Activity - Description</b>									
-Classroom Walk through and scheduled observations with feedback. -Daily small group instruction for ELs -Reading intervention support teacher(s) -Giving ELPAC test and reviewing data									
<b>*Proposed Expenditures for this Strategy/Activity</b>									
<b>ID</b>	<b>Proposed Expenditures</b>	<b>FTE</b>	<b>Estimated Salary/Non Salary Cost</b>	<b>Total Estimated Salary With Benefits/Non Salary cost</b>	<b>Funding Source Budget Code</b>	<b>Funding Source</b>	<b>LCFF Student Group</b>	<b>Reference</b>	<b>Rationale</b>
N02934D	Libry Media Tech OTBS Hly		\$500.00	\$685.05	0293-09800-00- 2280-3160-1110- 01000-0000	LCFF Intervention Support	English Learners		For ELPAC testing and training

<b>Collaboration between grade level teachers (PLCs) and SPED and Gen-Ed teacher</b>
<b>*Students to be served by this Strategy/Activity</b>
All students especially: Students with Disabilities, English Learners, Black Youth, Homeless Youth, etc.
<b>*Strategy/Activity - Description</b>
-Time for Gen Ed and Special Ed staff to communicate, co-plan and co-teach -Counselor, Ed specialist and staff support for family -Build out common formative assessments. Look at data in monthly PLC meetings to analyze and plan instruction Discuss student growth for the SST process
<b>Intervention support- SWD</b>
<b>*Students to be served by this Strategy/Activity</b>
Learners with disabilities
<b>*Strategy/Activity - Description</b>
-Daily small group instruction for SWD and students performing below grade level -Flexibility for teachers to provide both whole group, small group and individual instruction
<b>Equity Training and PD</b>
<b>*Students to be served by this Strategy/Activity</b>
Black youth.
<b>*Strategy/Activity - Description</b>
Restorative Practices training for staff Whole staff equity/anti-bias training PD
<b>*Additional Supports for this Strategy/Activity</b>
Restorative practices, anti-bias and equity team training is offered by the district youth advocacy dept.
<b>Looking at Equity practices and resources</b>
<b>*Students to be served by this Strategy/Activity</b>
All learners with a particular focus on black youth and multilingual learners.
<b>*Strategy/Activity - Description</b>
Library- add more multicultural books to classroom and school library Cultural assemblies, provisioning our multicultural fair Parents, staff- Looking at equity practices



Equity team- create an equity vision for the future

### **Intervention- 3rd grade**

#### **\*Students to be served by this Strategy/Activity**

All third grade students with a focus on third grade students with disabilities, English Learners and Black Youth.

#### **\*Strategy/Activity - Description**

- Daily small group instruction
- Reading Intervention teacher
- Panda Reading Partners
- Adaptive software programs- Raz-kids, Scholastic News, and Studies Weekly.
- Early Intervention Team and SST processes
- Staff attending monthly PLCs to examine data and make decisions based upon most current assessment and
- Staff attending monthly PDs to learn high quality literacy teaching practices

**LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools**

**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 2021-22**

**\*Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

We focused on the following goals for the 2021-22 school year:

1. Increase the amount of parents who feel (strongly agree) they are involved in school from 48% to 60% on the CHPS survey.  
The California School Parent Survey showed that 51% of parents strongly agreed that they were involved in school. The goal was **somewhat** reached. We know that the COVID requirements to limit volunteers and not have parents on campus had a huge impact on this metric. With that in mind I am happily surprised that we increased our score at all. Although parent group meetings were online, we still used the strategies of: Actively recruit diverse voices to PTA and Foundation, Surveyed parents to understand how they would like to be involved, reconsidered how we involve parents and communicate events, meetings, recruit help, and continued the work of the Inclusion Committee. This was especially seen in our Parent Equity Committee. New and diverse voices were included in all parent groups and this led to some deep conversations about equity in events and fundraising.
2. Increase the amount of parents who feel (strongly agree) they are welcome to participate in school from 49% to 60% on the CHPS survey.  
The California School Parent Survey showed that 37% of parents strongly agreed that they are welcome to participate in school. The goal was **not** reached. In fact, we decreased quite a bit. I attribute this to the COVID requirements to limit volunteers and not have parents on campus had a huge impact on this metric. Parents were literally stopped at the gates each day. Unfortunately, this practice made parents feel physically and metaphorically separated from the school and not welcome. I can understand why our score dropped so low. We will be thoughtful about welcoming parents this year as we open the gates.

**\*Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

We had a hard time implementing our strategies due to COVID restrictions. We did not have any expenditures for this goal.

**\*Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

After a discussion with the staff, we would like to keep both goals. We value parent involvement and want all families to feel welcome at Benchley. We will keep the goals of 60% of families feel welcome and involved. With COVID restrictions somewhat lifted, I feel positively that we'll reach our goals this year.

**\*Identified Need**

Based on the California Schools Parent Survey, the data is saying that parents felt shut out of school last year. Only 44% of parents felt that parent involvement was promoted, 51% felt that they were involved, 46% thought the school saw them as an active partner, 30% felt the school actively sought out the input of parents and 37% felt welcome to participate. Looking at this combination of data tells us that parents do not feel connected, valued and a true partner with our school last year. This is a clear reason to choose these goals.

**\*Goal 6- Family Engagement**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the amount of parents who feel (strongly agree) they are involved in school on the CSPA survey.	51	60	CAL - SCHLS (CSPA)

**\*Annual Measurable Outcomes**

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Increase the amount of parents who feel (strongly agree) they are welcome to participate in school from 49% to 60% on the CHPS survey.	37	60	Other - Describe in Objective

<b>Recruiting</b>
<b>*Families to be served by this Strategy/Activity</b>
All parents with a particular focus on parents of students with disabilities, English Learners and Black youth.
<b>*Strategy/Activity - Description</b>
Actively recruit diverse voices to PTA, Foundation and Equity Team.
<b>Community Building Events and Opportunities to volunteer</b>
<b>*Families to be served by this Strategy/Activity</b>
All families
<b>*Strategy/Activity - Description</b>
<p>Provide community building events throughout the year that are free and open to all families.</p> <p>Provide parent learning opportunities throughout the year that are free. Provide child care for those that need it.</p> <p>Provide more volunteer opportunities that vary in commitment and duties (ranging from several times a week such as recess supervision and reading support, to shorter commitments such as helping at kindergarten field day.) Teachers are encouraged to recruit diverse parent help (vs. the same people every time) and to use easily accessible sign-up sheets like a paper sign up at drop off or digital sign up such as Sign Up Genius.</p>

## ACHIEVEMENT

**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:

ACHIEVEMENT

**APPENDIX A**

**BUDGET SUMMARY**

# Benchley/Weinberger Elementary 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)	\$ 13,684

## 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)	\$ 13,684
[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): \$ 13,684

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 13,684

School	Resource Description	Job Code Title	Account Description2	Account Description	FTE	Budgeted Amount
Benchley/Weinberger Elementary	09800 LCFF Intervention Support	(blank)	1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	0	\$2,400.00
Benchley/Weinberger Elementary			2280 Libry Media Tech OTBS Hly	Libry Media Tech OTBS Hly	0	\$500.00
Benchley/Weinberger Elementary			3000 Benefits		0	\$756.49
Benchley/Weinberger Elementary			4301 Supplies	Supplies	0	\$10,028.00
Benchley/Weinberger Elementary		(blank) Total			0	\$13,684.49
Benchley/Weinberger Elementary	09800 LCFF Intervention Support Total				0	\$13,684.49



ACHIEVEMENT

**APPENDIX B**

**PARENT & FAMILY ENGAGEMENT POLICY**



San Diego Unified School District  
Finance Division  
Strategic Planning for Student Achievement Department

***Benchley-Weinberger Elementary***

**PARENT & FAMILY ENGAGEMENT POLICY (2022-2023)**

*Benchley-Weinberger Elementary*, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of all children the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of all children are involved in jointly developing, and distributing to, a written school parent and family engagement policy, agreed upon by all parents:

Monthly Foundation Meetings, PTA meetings and parent Equity Team meetings.  
Open-door communication policy to address questions and gather input  
Surveys throughout the year

Describe how parents and family members of all children, may amend a parent and family engagement school policy that applies to all parents and family members:

Families may share feedback on the Engagement Policy at any time by emailing Mindy Ahrens, Principal [mahrens@sandi.net](mailto:mahrens@sandi.net)  
Parents may also share verbal feedback at our SSC meeting

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, and how the LEA may amend that policy, if necessary to meet the requirements:

The San Diego Unified School District (SDUSD) has developed this written Title I parent and family engagement policy jointly with parents and family members of participating children through its District Advisory Council (DAC). The DAC is composed of School Site Council Members from each school in the district. All members are invited to meet as a committee with district staff members to conduct the work needed to develop the SDUSD's Parent and Family Engagement Policy. The work the committee does is then presented to the DAC general body to obtain input and develop a recommendation to be presented to the Board of Education (BOE) for approval. This policy is distributed to individual families electronically or on paper at the beginning of each school year and is posted on the district's website.

Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, for transportation, child care, or home visits, as such services relate to parental involvement:

Our parent groups meet at various times in order to provide opportunities for all to participate:  
Monthly Foundation Meetings occur in the evenings and are hybrid (in-person with a zoom option) PTA meetings occur in the mornings while students are in class

Parent Equity Team meetings take place in the evenings on zoom  
Our Papa Panda group meets in the evenings  
Parent info sessions and PD will take place in various forms- some at night and some in the mornings.  
Additionally, we offer the option of in-person, zoom or hybrid for IEPs, SSTs, and 504s.

Describe how parents and family members of all children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan:

All parents are invited to our parent group meetings (PTA, Foundation, Papa Pandas and Parent Equity team) and to the parent info sessions and PD. The Engagement Policy is shared out and feedback sought through these parent meetings and through an all family email.

Describe how parents and family members of all children can, if they find that the plan is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State:

The San Diego Unified School District (SDUSD) has developed this written Title I parent and family engagement policy jointly with parents and family members of participating children through its District Advisory Council (DAC). The DAC is composed of School Site Council Members from each school in the district. All members are invited to meet as a committee with district staff members to conduct the work needed to develop the SDUSD's Parent and Family Engagement Policy. The work the committee does is then presented to the DAC general body to obtain input and develop a recommendation to be presented to the Board of Education (BOE) for approval. This policy is distributed to individual families electronically or on paper at the beginning of each school year and is posted on the district's website.

Describe how the school is providing parents and family members of all children: a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably:

Curriculum, assessment and progress is explained during Curriculum Night in the Fall, through parent-teacher conferences in the Fall and Spring, and in informal parent-teacher communication throughout the year.

Describe how the schoolwide program plan, if not satisfactory to the parents of all children, submits any parent comments on the plan when the school makes the plan available to the LEA:

If the plan is not satisfactory to parents of all children, any comment on the plan will be passed along to the LEA along with the Engagement Plan. Families may share feedback on the Engagement Policy at any time by emailing Mindy Ahrens, Principal [mahrens@sandi.net](mailto:mahrens@sandi.net)

Benchley-Weinberger's School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of all children on October 7, 2022. The School will distribute the policy to all parents and family members annually on or before October 7, 2022.

## ACHIEVEMENT

**APPENDIX C****SCHOOL PARENT COMPACT**



San Diego Unified School District  
Finance Division  
**Strategic Planning for Student Achievement Department**

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**School-Parent Compact 2022-2023**  
**Benchley-Weinberger Elementary**

As a component of the school-level parent and family engagement policy, each school shall jointly develop with parents for all children a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state’s high standards. The school-parent compact shall carry out the following:

a) Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

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

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following:

1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement.

- Parent Teacher Conferences- Fall (all students) and Spring (optional)

2. Frequent reports to parents on their children’s progress.

- November, February, and June report cards will be posted on Parent Portal
- SST process with more frequent communication as needed

3. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.

- Monthly school-wide events that encourage parent involvement

- Classroom volunteering opportunities
- Lunchtime/recess/running club volunteer opportunities
- Purposeful recruiting activities for PTA/Foundation
- Principal’s Newsletters outlining trainings and resources
- PTA and Foundation groups work in collaboration with PTA/Foundation and Equity Teams to put on community events
- Parent Training Sessions
- Panda Reading Partners Program
- Curriculum Night

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- School Messenger bulletins regularly distributed in language requested by family
- Principal’s Newsletters
- Family Handbook
- Kindergarten Orientation
- Curriculum Night
- School and PTA/Foundation website
- Social media posts
- Teachers use email, Class Dojo, SeeSaw, and/or Google Classroom to communicate with families

## ACHIEVEMENT

**APPENDIX D****DATA REPORTS**

Data Reports: Attached Data comes from [https://itd.sandiegounified.org/it\\_resources/research\\_and\\_evaluation/my\\_school](https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school) :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



**2016-2022 California Smarter Balanced Summative Test Results**  
**Percentage of Students Meeting or Exceeding Standard by Grade Level**  
**Benchley/Weinberger**  
**All Grades Combined**

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	261	75.5	286	76.2	265	77.0	263	74.5	238	75.2	-0.3	0.7	263	71.1	285	74.7	266	77.8	262	75.6	238	72.7	1.6	-2.9
Female	131	81.7	136	75.7	116	84.5	132	78.8	122	73.8	-7.9	-5.0	130	72.3	135	71.1	117	79.5	132	72.7	122	71.3	-1.0	-1.4
Male	130	69.2	150	76.7	149	71.1	131	70.2	116	76.7	7.5	6.5	133	69.9	150	78.0	149	76.5	130	78.5	116	74.1	4.2	-4.4
African American	14	50.0	13	69.2	12	50.0	12	16.7	5	-	-	-	14	42.9	13	38.5	12	33.3	11	27.3	5	-	-	-
Asian	5	-	7	-	7	-	19	73.7	14	92.9	-	19.2	5	-	7	-	7	-	19	84.2	14	92.9	-	8.7
Filipino	0	-	0	-	0	-	2	-	1	-	-	-	0	-	0	-	0	-	2	-	1	-	-	-
Hispanic	68	69.1	69	69.6	68	64.7	65	66.2	53	66.0	-3.1	-0.2	71	64.8	69	69.6	68	72.1	65	60.0	53	66.0	1.2	6.0
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	2	-	1	-	0	-	1	-	-	-	2	-	2	-	1	-	0	-	1	-	-	-
White	140	80.0	158	77.2	150	82.0	145	83.4	133	76.7	-3.3	-6.7	139	74.1	157	77.1	151	81.5	145	84.8	133	72.9	-1.2	-11.9
Multiracial	20	85.0	22	86.4	18	88.9	20	75.0	31	77.4	-7.6	2.4	20	85.0	22	86.4	18	88.9	20	75.0	31	74.2	-10.8	-0.8
English Learner	7	-	5	-	7	-	11	18.2	1	-	-	-	10	40.0	5	-	7	-	11	18.2	1	-	-	-
English-Speaking	254	77.2	281	77.6	258	78.7	252	77.0	237	75.5	-1.7	-1.5	253	72.3	280	76.1	259	79.2	251	78.1	237	73.0	0.7	-5.1
Reclassified†	14	92.9	20	80.0	11	81.8	11	81.8	9	-	-	-	14	85.7	20	90.0	11	90.9	11	90.9	9	-	-	-
Initially Eng. Speaking	240	76.3	261	77.4	247	78.5	241	76.8	228	75.9	-0.4	-0.9	239	71.5	260	75.0	248	78.6	240	77.5	228	72.8	1.3	-4.7
Econ. Disadv.*	66	59.1	69	56.5	59	59.3	58	50.0	51	66.7	7.6	16.7	66	54.5	68	55.9	60	56.7	57	47.4	51	56.9	2.4	9.5
Non-Econ. Disadv.	195	81.0	217	82.5	206	82.0	205	81.5	187	77.5	-3.5	-4.0	197	76.6	217	80.6	206	84.0	205	83.4	187	77.0	0.4	-6.4
Gifted	95	89.5	88	95.5	61	95.1	59	91.5	12	83.3	-6.2	-8.2	96	90.6	88	97.7	61	98.4	59	100.0	12	75.0	-15.6	-25.0
Not Gifted	166	67.5	198	67.7	204	71.6	204	69.6	226	74.8	7.3	5.2	167	59.9	197	64.5	205	71.7	203	68.5	226	72.6	12.7	4.1
With Disabilities	26	23.1	21	33.3	30	26.7	31	12.9	27	22.2	-0.9	9.3	26	23.1	20	30.0	30	26.7	31	12.9	27	14.8	-8.3	1.9
WO Disabilities	235	81.3	265	79.6	235	83.4	232	82.8	211	82.0	0.7	-0.8	237	76.4	265	78.1	236	84.3	231	84.0	211	80.1	3.7	-3.9
Homeless	0	-	4	-	2	-	1	-	2	-	-	-	2	-	4	-	2	-	1	-	1	-	-	-
Foster	0	-	1	-	0	-	2	-	0	-	-	-	1	-	1	-	0	-	2	-	0	-	-	-
Military	6	-	7	-	10	70.0	6	-	6	-	-	-	6	-	7	-	10	70.0	6	-	4	-	-	-

\* 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.





**2016-2022 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										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	87	77.0	102	77.5	84	76.2	0	-	81	79.0	2.0	-	87	80.5	102	81.4	84	82.1	85	81.2	81	84.0	3.5	2.8
Female	43	86.0	46	80.4	36	88.9	0	-	40	80.0	-6.0	-	43	81.4	46	76.1	36	86.1	52	76.9	40	82.5	1.1	5.6
Male	44	68.2	56	75.0	48	66.7	0	-	41	78.0	9.8	-	44	79.5	56	85.7	48	79.2	33	87.9	41	85.4	5.9	-2.5
African American	6	-	3	-	1	-	0	-	0	-	-	-	6	-	3	-	1	-	4	-	0	-	-	-
Asian	2	-	2	-	3	-	0	-	5	-	-	-	2	-	2	-	3	-	6	-	5	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	1	-	1	-	-	-
Hispanic	21	71.4	27	81.5	21	57.1	0	-	16	75.0	3.6	-	21	81.0	27	88.9	21	71.4	16	62.5	16	81.3	0.3	18.8
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	49	79.6	55	74.5	50	80.0	0	-	47	78.7	-0.9	-	49	81.6	55	81.8	50	84.0	51	92.2	47	83.0	1.4	-9.2
Multiracial	6	-	8	-	7	-	0	-	12	75.0	-	-	6	-	8	-	7	-	7	-	12	83.3	-	-
English Learner	2	-	1	-	3	-	0	-	0	-	-	-	2	-	1	-	3	-	4	-	0	-	-	-
English-Speaking	85	78.8	101	78.2	81	77.8	0	-	81	79.0	0.2	-	85	82.4	101	82.2	81	82.7	81	84.0	81	84.0	1.6	0.0
Reclassified†	4	-	5	-	1	-	0	-	2	-	-	-	4	-	5	-	1	-	4	-	2	-	-	-
Initially Eng. Speaking	81	77.8	96	78.1	80	77.5	0	-	79	79.7	1.9	-	81	81.5	96	82.3	80	82.5	77	83.1	79	83.5	2.0	0.4
Econ. Disadv.*	16	62.5	19	63.2	17	64.7	0	-	17	88.2	25.7	-	16	75.0	19	57.9	17	64.7	18	50.0	17	82.4	7.4	32.4
Non-Econ. Disadv.	71	80.3	83	80.7	67	79.1	0	-	64	76.6	-3.7	-	71	81.7	83	86.7	67	86.6	67	89.6	64	84.4	2.7	-5.2
Gifted	33	97.0	25	100.0	14	100.0	0	-	12	83.3	-13.7	-	33	100.0	25	100.0	14	100.0	20	100.0	12	75.0	-25.0	-25.0
Not Gifted	54	64.8	77	70.1	70	71.4	0	-	81	79.0	14.2	-	54	68.5	77	75.3	70	78.6	65	75.4	81	84.0	15.5	8.6
With Disabilities	6	-	5	-	14	21.4	0	-	6	-	-	-	6	-	5	-	14	35.7	6	-	6	-	-	-
WO Disabilities	81	81.5	97	79.4	70	87.1	0	-	75	82.7	1.2	-	81	85.2	97	83.5	70	91.4	79	86.1	75	88.0	2.8	1.9
Homeless	0	-	4	-	1	-	0	-	1	-	-	-	0	-	4	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	3	-	2	-	5	-	0	-	2	-	-	-	3	-	2	-	5	-	1	-	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.



**2016-2022 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										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
<b>Total</b>	84	76.2	95	81.1	95	82.1	0	-	80	66.3	-9.9	-	86	68.6	95	71.6	96	80.2	80	72.5	80	65.0	-3.6	-7.5
<b>Female</b>	45	80.0	42	83.3	43	83.7	0	-	42	61.9	-18.1	-	44	65.9	42	71.4	44	75.0	35	74.3	42	61.9	-4.0	-12.4
<b>Male</b>	39	71.8	53	79.2	52	80.8	0	-	38	71.1	-0.7	-	42	71.4	53	71.7	52	84.6	45	71.1	38	68.4	-3.0	-2.7
<b>African American</b>	2	-	7	-	3	-	0	-	4	-	-	-	2	-	7	-	3	-	2	-	4	-	-	-
<b>Asian</b>	3	-	2	-	2	-	0	-	4	-	-	-	3	-	2	-	2	-	5	-	4	-	-	-
<b>Filipino</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Hispanic</b>	20	50.0	20	80.0	26	76.9	0	-	19	57.9	7.9	-	23	47.8	20	65.0	26	73.1	22	50.0	19	52.6	4.8	2.6
<b>Native American</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Pacific Islander</b>	1	-	1	-	0	-	0	-	0	-	-	-	1	-	1	-	0	-	0	-	0	-	-	-
<b>White</b>	43	86.0	58	82.8	51	86.3	0	-	40	70.0	-16.0	-	42	73.8	58	77.6	52	84.6	44	79.5	40	70.0	-3.8	-9.5
<b>Multiracial</b>	9	-	5	-	7	-	0	-	13	69.2	-	-	9	-	5	-	7	-	7	-	13	61.5	-	-
<b>English Learner</b>	5	-	2	-	2	-	0	-	1	-	-	-	8	-	2	-	2	-	4	-	1	-	-	-
<b>English-Speaking</b>	79	79.7	93	82.8	93	83.9	0	-	79	67.1	-12.6	-	78	70.5	93	73.1	94	81.9	76	75.0	79	65.8	-4.7	-9.2
<b>Reclassified†</b>	5	-	5	-	5	-	0	-	5	-	-	-	5	-	5	-	5	-	2	-	5	-	-	-
<b>Initially Eng. Speaking</b>	74	78.4	88	81.8	88	84.1	0	-	74	67.6	-10.8	-	73	69.9	88	71.6	89	82.0	74	74.3	74	66.2	-3.7	-8.1
<b>Econ. Disadv.*</b>	27	59.3	23	60.9	22	63.6	0	-	18	38.9	-20.4	-	27	51.9	23	60.9	23	65.2	17	47.1	18	38.9	-13.0	-8.2
<b>Non-Econ. Disadv.</b>	57	84.2	72	87.5	73	87.7	0	-	62	74.2	-10.0	-	59	76.3	72	75.0	73	84.9	63	79.4	62	72.6	-3.7	-6.8
<b>Gifted</b>	22	90.9	36	97.2	22	100.0	0	-	12	83.3	-7.6	-	23	95.7	36	94.4	22	100.0	15	100.0	12	75.0	-20.7	-25.0
<b>Not Gifted</b>	62	71.0	59	71.2	73	76.7	0	-	80	66.3	-4.7	-	63	58.7	59	57.6	74	74.3	65	66.2	80	65.0	6.3	-1.2
<b>With Disabilities</b>	10	20.0	5	-	6	-	0	-	10	10.0	-10.0	-	10	20.0	5	-	6	-	16	18.8	10	10.0	-10.0	-8.8
<b>WO Disabilities</b>	74	83.8	90	83.3	89	85.4	0	-	70	74.3	-9.5	-	76	75.0	90	74.4	90	83.3	64	85.9	70	72.9	-2.1	-13.0
<b>Homeless</b>	0	-	2	-	2	-	0	-	1	-	-	-	1	-	2	-	2	-	1	-	1	-	-	-
<b>Foster</b>	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
<b>Military</b>	0	-	3	-	3	-	0	-	0	-	-	-	1	-	3	-	3	-	4	-	1	-	-	-

\* 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.



**2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	90	73.3	89	69.7	86	72.1	0	-	77	80.5	7.2	-	90	64.4	88	70.5	86	70.9	97	73.2	77	68.8	4.4	-4.4
Female	43	79.1	48	64.6	37	81.1	0	-	40	80.0	0.9	-	43	69.8	47	66.0	37	78.4	45	66.7	40	70.0	0.2	3.3
Male	47	68.1	41	75.6	49	65.3	0	-	37	81.1	13.0	-	47	59.6	41	75.6	49	65.3	52	78.8	37	67.6	8.0	-11.2
African American	6	-	3	-	8	-	0	-	1	-	-	-	6	-	3	-	8	-	5	-	1	-	-	-
Asian	0	-	3	-	2	-	0	-	5	-	-	-	0	-	3	-	2	-	8	-	5	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	1	-	0	-	-	-
Hispanic	27	81.5	22	45.5	21	57.1	0	-	18	66.7	-14.8	-	27	66.7	22	50.0	21	71.4	27	66.7	18	66.7	0.0	0.0
Native American	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	0	-	1	-	-	-
White	48	75.0	45	73.3	49	79.6	0	-	46	80.4	5.4	-	48	66.7	44	70.5	49	75.5	50	82.0	46	65.2	-1.5	-16.8
Multiracial	5	-	9	-	4	-	0	-	6	-	-	-	5	-	9	-	4	-	6	-	6	-	-	-
English Learner	0	-	2	-	2	-	0	-	0	-	-	-	0	-	2	-	2	-	3	-	0	-	-	-
English-Speaking	90	73.3	87	71.3	84	73.8	0	-	77	80.5	7.2	-	90	64.4	86	72.1	84	72.6	94	75.5	77	68.8	4.4	-6.7
Reclassified†	5	-	10	70.0	5	-	0	-	2	-	-	-	5	-	10	90.0	5	-	5	-	2	-	-	-
Initially Eng. Speaking	85	72.9	77	71.4	79	73.4	0	-	75	80.0	7.1	-	85	63.5	76	69.7	79	70.9	89	75.3	75	68.0	4.5	-7.3
Econ. Disadv.*	23	56.5	27	48.1	20	50.0	0	-	16	75.0	18.5	-	23	43.5	26	50.0	20	40.0	22	45.5	16	50.0	6.5	4.5
Non-Econ. Disadv.	67	79.1	62	79.0	66	78.8	0	-	61	82.0	2.9	-	67	71.6	62	79.0	66	80.3	75	81.3	61	73.8	2.2	-7.5
Gifted	40	82.5	27	88.9	25	88.0	0	-	12	83.3	0.8	-	40	80.0	27	100.0	25	96.0	24	100.0	12	75.0	-5.0	-25.0
Not Gifted	50	66.0	62	61.3	61	65.6	0	-	65	80.0	14.0	-	50	52.0	61	57.4	61	60.7	73	64.4	65	67.7	15.7	3.3
With Disabilities	10	30.0	11	27.3	10	30.0	0	-	11	27.3	-2.7	-	10	30.0	10	30.0	10	10.0	9	-	11	9.1	-20.9	-
WO Disabilities	80	78.8	78	75.6	76	77.6	0	-	66	89.4	10.6	-	80	68.8	78	75.6	76	78.9	88	80.7	66	78.8	10.0	-1.9
Homeless	0	-	2	-	1	-	0	-	2	-	-	-	1	-	2	-	1	-	1	-	1	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	2	-	0	-	4	-	-	-	2	-	2	-	2	-	1	-	3	-	-	-

\* 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.

**APPENDIX E**

**2021-22 SPSA ASSESSMENT AND EVALUATION**

**SCHOOL NAME: BENCHLEY/WEINBERGER ELEMENTARY**  
**SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800**  
**SCHOOL YEAR: 2021-22**

**Goal 1 - Safe, Collaborative and Inclusive Culture**

**SEL curriculum taught by classroom teachers and counselor and monitoring of chronic absenteeism**

**\*Strategy/Activity - Description**

Our school counselor and classroom teachers will teach classroom lessons on the topics of Social Awareness, Self-Efficacy and Growth Mindset. Multiple resources/curriculum will be used including Second Step, Size of the Problem and Zones of Regulation, Restorative Practices. Weekly attendance reports will enable our BW team (principal, counselor, attendance clerk, nurse) to review and analyze data for individual students, subgroups and or classroom attendance and design individualized support plans for students and families in need.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring	Modifications based on qualitative and quantitative data.

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						results, etc.).	
Supplies		\$2,537.00	09800-4301	To purchase curriculum, programs and resources to support the SEL focus of this goal.	We did purchase SEL programs, to address the needs of our students and began to implement them in our counselor lessons school wide and in individual classrooms. We can see from our SEL survey data that these strategies made an impact on our students. Our goal for last year was: Increase the percent of students in 4th and 5th grade who respond favorably to the Social Awareness section of the District SEL survey from 62% to 72% by the end of the school year. We increase to 76%, exceeding our goal.	Unfortunately, due to the Covid guidelines, we were unable to lower our chronic absentee rate. Our rate actually increased because students with any symptom were sent home and then couldn't come back without a negative test. Also, many families were uncomfortable sending students to school when cases overall were high. Our goal was: Decrease chronic absenteeism from 4% to 2%. Instead, it increased to 19%.	We will continue to use the strategies mentioned and have dedicated money to this area again this year. We'd like to now build out our restorative practices resources. We believe this will impact our absentee rate and help build a more positive, safe culture and climate.

**Goal 2 - English Language Arts**

**Assessment training and data monitoring**

**\*Strategy/Activity - Description**

- Common formative assessments- FAST, Fountas & Pinnell
- Monthly PLC meetings to examine data and plan instruction
- Early Intervention Team and SST processes
- Time for SPED and Gen-ed teacher to collaborate
- Staff attending monthly PLCs to examine data and make decisions based upon most current assessment and
- Staff attending monthly PDs to learn high quality literacy teaching practices

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Non Clsrm Tchr Hrly		\$9,884.34	09800-1957	Non classroom hourly budget will	We did use some of this budget for	We believe that our strategies and	We did use some of this budget for

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				<p>go towards our ILT team to plan and lead the literacy PD and PLCs throughout the year. Also for teachers to have additional PLC time to look at assessment data and plan literacy instruction and interventions.</p>	<p>teachers to collaborate however our Covid guidelines made it difficult for teachers to physically gather. When teachers did gather in small groups, it was to look at equity related data, build out the SST/RTI process and for SPED teachers to collaborate with gen ed teachers. I believe this contributed to ELA and Math scores that looked similar to pre-covid scores. Despite Covid's impact on academic and social emotional growth, our ELA scores only went down by 2 percentage points from pre-covid scores (from 77%</p>	<p>expenditures were all effective. The only challenge was working through the Covid guidelines that made it difficult for teachers to physically gather. We dealt with this by changing our approach from teachers meeting to look at data to purchasing a school-wide resource for all students to grow in language arts skills- Lexia. Unfortunately, the one subgroup that decreased significantly was English Learners. We have a very small population so scores cannot be reported publically. This population was not impacted</p>	<p>teachers to collaborate however our Covid guidelines made it difficult for teachers to physically gather. Because of this, we moved the majority of the money into Supplies instead of Non-Classroom teacher hourly. We used it to purchase the Lexia program. We believe this also contributed to the scores mentioned on the column to the left. We especially saw growth with our Learners with Disabilities. They increased their scores from 15% pre-covid to 37% on both the ELA and math CAASPP test.</p>
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					to 75%) and Math decreased by only 4% (from 77% to 73%).	positively by teacher collaboration or the Lexia program.	
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What are my leadership strategies in service of the goals?

The focus of my leadership strategies was aligning assessment practices, building a culture of collecting and analyzing data to inform instruction, and building out a “toolbox” of research based intervention resources and strategies. In turn, this helped us strengthen our RTI practices. During PD sessions, we built an understanding of RTI tiers, identified students in need of tier 1, 2 and 3 level interventions in both academics and SEL and specifically learned how to use Lexia and F&P data sources.