



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beresford Elementary School	41690396044846	June 1, 2020	February 4, 2021

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Stakeholder Involvement	2
Goals, Strategies, & Proposed Expenditures.....	3
Goal 1.....	3
Goal 2.....	7
Goal 3.....	9
Goal 4.....	12
School Site Council Membership	14
Recommendations and Assurances	15

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

ELAC- (input) 3/31
ELAC- (feedback and approval) 5/19

SSC- (input) 5/4
SSC- (feedback and approval) 6/1

PTA- (input) 4/29
PTA- (feedback and approval) 6/10

Staff- (input) 5/20
Staff- (feedback and approval) 5/27

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language and Literacy

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 1

Increase student achievement in language and literacy, as measured by CAASPP, Galileo, and local reading assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

Strengths

CAASPP 2019

All students status is 4.7 points about proficient above standard

In 3rd grade student status was 23.4 points above the standard

Challenges

CAASPP 2019

On SBAC for all students growth was a -5.3 points

On SBAC for SED students status dropped by -10.1 points

On SBAC for EL students dropped 9-4 points on the status measure

On SBAC for 5th grade students dropped 10.3 points on the status measure

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none">• 18-19 Summative Indicators (eg SBAC)• 19-20 for Leading Indicators (RI, F&P)	Expected Outcome <ul style="list-style-type: none">• 19-20 targets for Summative Indicators (eg SBAC)• 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	4.7 points above	10 points above proficient
SBAC ALL Students Growth	-5.3 point decrease	4 or 8 points rise in average distance from proficient
SBAC SED Students Status	-35.1 points below	0 points above proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC SED Students Growth	-10.1 point decrease	15 points rise in average distance from proficient
SBAC EL Students Growth	-9.4 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	23.4 points above	10 points above proficient
SBAC 5th Grade Students Status	-10.3 points below	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above proficient
Elementary: F&P All Students Status	72% met	65% of students meet Grade Level Benchmark
Elementary: F&P All Students Growth	65% met change	80% of students make Expected Growth
Elementary: F&P "Sub-group" Growth	Will determine baseline data in 2019-2020	80% of students make Expected Growth
Middle: RI All Students Status	n/a	65% of students meet Grade Level Benchmark
Middle: RI All Students Growth	n/a	80% of students make Expected Growth
Middle: RI "Sub-group" Growth	n/a	80% of students make Expected Growth

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

Strategy & Supporting Actions 1

Strategy

Teachers teach ELD standards within the district adopted curricula through integrated whole group instructions and designated ELD lessons 4 times a week to leveled EL groups.

Students to be Served by this Strategy

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

All students will benefit with the integrated ELD strategies within the lesson, the EL students will benefit through the designated ELD lessons.

PD in staff meetings, k/1, 2/3, 4/5 vertical articulation, Scope and sequence	no additional cost to sites		
Principal and reading specialist observations and feedback and monitoring of teachers	no additional cost to the site		
Lesson Study in grade level team- using the talking strategies and other EL strategies to integrate ELD into the main lesson and to plan designated ELD lessons. Use the student teachers for other teachers to be able to go into classrooms to watch lessons.	no additional costs to the site		
Small group ELD facilitator - providing bilingual support in the primary language for newcomers and incoming kindergarten	Para educator 3 hours a day	2000-2999: Classified Personnel Salaries Site LCFF Supplemental A	22,310
		Donations	13,587

Strategy & Supporting Actions 2

Strategy

Teachers provide leveled reading groups daily teaching reading strategies and foundational skills

Students to be Served by this Strategy

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

All students will be served in small group instruction, students who are identified as needing extra support to accelerate reading skills to make growth toward reading targets

Reading Specialists will plan collaboratively, model, coach teachers around best practices in small group instruction. RS will provide Tier 2 and Tier 3 instruction for students (using F&P assessments) who are in need of accelerating growth to make their reading target.	The RS will be in the classrooms modeling and coaching teachers around SGI, RS will pull out students for SGI and Reading Recovery services	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	140,815
Teachers will meet in grade level teams around data and have PD around SGI and	Data analysis meeting and PD teacher hourly and release (70 hours/21 subs)	1000-1999: Certificated Personnel Salaries Site LCFF Supplemental A	3,800

other strategies to strengthen literacy skills			
Teachers will meet in strategic teams to plan school wide protocols around reading strategies and link to learning for home	Grade level teams and SPSA teams meet in summer or fall for a total of 4 hours, teacher timecards	1000-1999: Certificated Personnel Salaries District LCFF Supplemental C	8,400
Principal and RS observations and feedback and coaching of teachers	no additional cost		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics

LEA/LCAP Goal

Students will make progress toward meeting or exceeding grade level California Standards.

Goal 2

Increase student achievement in mathematics, as measured by CAASPP, Galileo, and local assessments, with the expected outcomes outlined in the table below.

Identified Need

- Overall statements about the student performance strengths that the strategies (outlined below) will support.
- Overall statements about the student performance challenges that the strategies (outlined below) will address.

STRENGTHS

CAASPP 2019

All students on SBAC were 4.6 points above standard

3rd graders met expected growth in math. Current 51 points above standard

CONCERNS

CAASSP

All students -3.2 point decrease, should have been a 5 point rise

SED did not meet the target of 0 points above. Current = -26.7 points below

5th grade did not meet expected growth in math. Current = -63.8 points below

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none">• 18-19 Summative Indicators (eg SBAC)• 19-20 for Leading Indicators (RI, F&P)	Expected Outcome <ul style="list-style-type: none">• 19-20 targets for Summative Indicators (eg SBAC)• 20-21 targets for Leading Indicators (RI, F&P)
SBAC ALL Students Status	4.6 points above	10 points above proficient
SBAC ALL Students Growth	-3.2 point decrease	3 or 5 points rise in average distance from proficient
SBAC SED Students Status	-26.7 points below	0 points above proficient
SBAC SED Students Growth	-8.0 point decrease	15 points rise in average distance from proficient

Metric/Indicator	Baseline/Actual Outcome <ul style="list-style-type: none"> • 18-19 Summative Indicators (eg SBAC) • 19-20 for Leading Indicators (RI, F&P) 	Expected Outcome <ul style="list-style-type: none"> • 19-20 targets for Summative Indicators (eg SBAC) • 20-21 targets for Leading Indicators (RI, F&P)
SBAC EL Students Growth	-7.2 point decrease	15 points rise in average distance from proficient
SBAC SwD Growth	n/a	15 points rise in average distance from proficient
SBAC 3rd Grade Students Status	51 points above	10 points above proficient
SBAC 5th Grade Students Status	--63.8 points below	10 points above proficient
SBAC 8th Grade Students Status	n/a	10 points above proficient

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

Strategy & Supporting Actions 1

Strategy

Teachers provide strategic strategies that challenge all learners in rigorous tasks (MARS), across DOK levels that require them to explain their mathematical reasoning using specialized academic language and hand on activities such as Counting Collections and EnVision.

Students to be Served by this Strategy

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

ALL students

PD in staff meeting, K/1, 2/3, 4/5 Vertical articulation	no additional cost		
Site visits to other classrooms, Grade level collaboration and lesson study in grade level team	sub costs	1000-1999: Certificated Personnel Salaries Low Performing Student Block Grant	23,334.00
MATH Coaching K-5	.40 FTE Math ToSA		45,919.00
Observation, Feedback, and collaboration with grade level peers, math coach, and principal	see cost above		
Strategic Math planning- Teachers will plan to create school-wide protocols around math practices and link to learning at home	see costs above		

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Wellness

LEA/LCAP Goal

Students will engage in ongoing healthy lifestyles supporting social, emotional and physical aspects.

Goal 3

Students will experience high levels of school engagement and positive social emotional relationships with students and adults.

Identified Need

STRENGTHS

California Healthy Kid Survey

Parent Survey- 83 parents took the survey

School allows input and welcomes parents' contributions: 93%

School encourages me to be an active partner with the school in educating my child: 95%

Parents feel welcome to participate at this school: 93%

Attended a general school meeting 91%

School is a safe place for students 96%

Student Survey- 78% of the 5th graders took the survey

School engagement and supports

High expectations - adults at school 91%

School Safety

Feel safe at school: 100%

CONCERNS

California Healthy Kid Survey

Parent Survey- 83 parents took the survey

Attended a school or class event 79%

Providing information on your expected role at your child's school 88%

School has adults that really care about students: 92%

School has high expectations for all students 85%

Student Survey- 78% of the 5th graders took the survey

School engagement and supports

School connectedness: 85%

Academic motivation: 83%

Caring adults in school 87%

Meaningful participation 52%

Parent involvement in schooling 82%

School Safety

Been hit or pushed 19%

Mean rumors spread about you 35%

Called bad names or target of mean jokes 30%

Attendance:

Chronic absenteeism rates (10 or more missed days of school) currently 2018-April 2019 for all students are 15 students, 5.69%

Chronic absenteeism rates in 2017-2018 were 6.1% for all students and all student subgroups (increase 1.6% from 2016-2017)

Hispanic, Homeless, SED student subgroups show chronic absenteeism rates:

Hispanic 7.5%, Homeless 14%, SED 11.4%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CHKS School connectedness	85% of 5th grade students experienced a high degree of school connectedness	We would like the percentage to increase next year

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

Strategy & Supporting Actions 1**Strategy**

Teachers utilize LIFESKILLS, Responsive Classroom, and the systems of PBIS with students to support high levels of school engagement and positive social-emotional relationships with students and adults.

Students to be Served by this Strategy

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

All students with a focus on EL families

Training- Teachers will be trained in Responsive Classroom focusing on the Morning Meeting and supported by the PBIS handbook	Responsive Classroom training costs	5800: Professional/Consulting Services And Operating Expenditures	1,000.00
Teams- Inquiry and planning- Grade level teams will write morning meetings together and collaborative lessons from PBIS handbook	No Additional cost		
Coaching- PBIS team creates observations and feedback tools as well as supporting scheduling rotation for peer observation and feedback. Members check-in individually with teachers as needed.	No additional cost		

Teachers will be released by RS to observe one another implementing Morning Meeting. PBIS team will review the check-in check-out system regularly to ensure effectiveness.	No additional cost		
Soul Shoppe will provide two school wide assemblies as well as training to the 5th grade Peace Makers	Program costs, assemblies	5800: Professional/Consulting Services And Operating Expenditures PTA	2,000
LIFESKILLS Teachers will teach the weekly LIFESKILLS through the Morning Meeting	No additional cost		

Strategy & Supporting Actions 2

Strategy

Students exhibiting Tier 3 behavior and needing mental health support will receive the help they need from our school psychologist, school counselor, and Art Therapy Intern

Students to be Served by this Strategy

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

Students exhibiting Tier 3 behavior

Counselor provides interventions during the school day	.5 FTE	1000-1999: Certificated Personnel Salaries Measure V	50,000.00
Psychologist provides interventions during the school day	no additional cost to site.		
Art Therapy Intern provides interventions during the school day	1 day per week	1000-1999: Certificated Personnel Salaries District LCFF Supplemental A	

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Family Engagement

LEA/LCAP Goal

Strengthen school-home communications; integrate family assets into school services; and engage families to deepen their support for their child's academic and social-emotional growth in alignment with the school.

Goal 4

Strengthen school home communications; integrate family assets into school services; and engage families to deepen their support for their children's academic and social emotional growth in alignment with the school.

Identified Need

Teachers will plan to create school wide events that encourage all families to attend, participate and have a link to learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Collect sign-in sheets to ensure parents attend Family Engagement events.	At least 68% of students and their families have attended each of the Family Engagement events this year	Increase expected families attending Family Engagement events by 10%

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

Strategy & Supporting Actions 1

Strategy

Teachers and staff will engage and empower families to make decisions, support, encourage, monitor, and advocate on behalf of their students.

Students to be Served by this Strategy

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

ALL students and families

Parents will be supported during back to school night to monitor and support student progress	Bus, childcare and materials	5000-5999: Services And Other Operating Expenditures Site LCFF Supplemental C	3,680.00
Parents will be supported during math and science	no additional cost to site		

night to monitor and support student progress			
Parents will be supported during cultural night to empowers families and educate staff on culturally and linguistically responsive practices.	no additional cost to site		
Parents will be supported during learning in a Winter Wonderland, I Love Reading, Literacy Week, to monitor and support student progress in reading	no additional cost to site		
Teachers, students, and families work in partnership during Open House/Student and Led Conferences to empower students and families to support, monitor and advocate for student achievement and continuous improvement.	no additional cost to site		
Teachers, students and families are working collaboratively to use Summer Reading Plans and Weekly Reading Logs to support, monitor, and encourage student achievement and continuous improvement.	no additional cost to site		
Principal will send a weekly newsletter home to all families that highlights a link to learning and LIFESKILLS. Teachers will send a monthly newsletter home to their classroom families that highlights their monthly learning and SEL.	no additional cost to site		
Strategic Team Planning- Teachers will plan to create school wide events that encourage all families to attend, participate and have a link to learning	no additional cost to site		

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Amy Snow	Principal
Lori Brogdon	Classroom Teacher
Ali Fried	Classroom Teacher
Meredith Nassihi	Parent or Community Member
Dave Santos	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/1/20.

Attested:



Principal, Erin Felix on 1/13/21

SSC Chairperson, Marija Strop on 6/1/20