

School Year: **2024-25**



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	May 13, 2024	June 27, 2024

Educational Partner 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) 5/9/24
ELAC- (feedback and approval) 5/9/24

SSC- (input) 4/8/24
SSC- (feedback and approval) 5/13/24

PTA- (input) 4/24/24
PTA- (feedback and approval) 5/13/24

Staff- (input) 4/23/24
Staff- (feedback and approval) 5/14/24

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.40%	0.42%	0.47%	1	1	1
African American	1.59%	0.84%	%	4	2	
Asian	6.75%	8.4%	7.08%	17	20	15
Filipino	5.16%	3.78%	3.30%	13	9	7
Hispanic/Latino	55.95%	52.94%	60.85%	141	126	129
Pacific Islander	1.98%	2.52%	2.83%	5	6	6
White	20.63%	21.85%	17.92%	52	52	38
Multiple/No Response	6.75%	9.24%	7.55%	17	22	16
Total Enrollment				252	238	212

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	45	41	40
Grade 1	38	38	23
Grade 2	46	40	35
Grade3	40	41	39
Grade 4	42	39	36
Grade 5	41	39	39
Total Enrollment	252	238	212

Data Statements: Strength

1. Kindergarten enrollment has remained consistent over the past three years.

Data Statements: Challenges

2. Beresford has had significant decrease in enrollment by 38 students.

Why are we getting these results?

3. District is seeing declining enrollment over the past two years. Due to rising costs and inflation, families are moving out of the Bay Area. Some families disenroll their child in fourth and fifth grade to attend private schools in preparation for high school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	107	83	82	42.5%	34.9%	38.7%
Fluent English Proficient (FEP)			31			14.6%
Reclassified Fluent English Proficient (RFEP)	17	24		6.7%	10.1%	

Conclusions based on this data:

1. Multilingual population has decreased by 4%.

School and Student Performance Data

Data Indicators and Targets

CAASPP Literacy: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	44.35%				5 percentage	49%
3 rd	31.58%				5 percentage	36%
5 th	47.37%				5 percentage	47%
All English Learner/Multilingual Students	11.11%				10 percentage points	21%
Special Education	35.72%				10 percentage points	46%
Socio-Economically Disadvantaged	21.43%				10 percentage points	32%
Black/AA						
2+ more	80%					
Filipino						
Hispanic/Latino	23.07%				10	33%
Native Hawaiian						
White	77.28%				5 percentage	82%
English Learner	11.11%				10	21%
RFEP					5 percentage	45%

CAASPP Mathematics: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	46.61%				5 percentage	42%
3 rd	60%				5 percentage	59%
5 th	34.21%				5 percentage	31%
All English Learner/Multilingual Students	18.75%				10 percentage points	29%
Special Education	42.86%				10 percentage points	53%
Socio-Economically Disadvantaged	29.31%				10 percentage points	39%
Black/AA						
2+ more	60%					
Filipino						

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
Hispanic/Latino	30.88%				10	41%
Native Hawaiian						
White	77.28%				5 percentage	82%
English Learner	18.75%				10	29%
RFEP					5 percentage	25%

CAASPP Science: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	31.58%					
5 th	31.58%					
All English Learner/Multilingual Students	0				10 percentage points	
Special Education					10 percentage points	
Socio-Economically Disadvantaged	5.88%				10 percentage points	16%
Black/AA						
Filipino						
Hispanic/Latino	11.11%				10	21%
Native Hawaiian						
White					5 percentage	35%
English Learner	0%				10	10%
RFEP					5 percentage	

District English Language Progress Indicator (ELPI): On the ELPAC, Percent Increased One Level or Maintained Level 4

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All English Learner/Multilingual Students	50%				10 percentage points	60%
Middle School Long Term English Learners (LTELs)						

District Literacy Benchmark: Percent Met/Exceeded Grade Level

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	58.06%	42.03%	56.31%		5 percentage	63%
1 st	37.14%	39.13%	73.91%		5 percentage	43%
3 rd	35.90%	44.44%	54.29%		5 percentage	41%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
8 th	24.10%					
All English Learner/Multilingual Students						
Special Education	36.36%	54.55%	30.77%		10 percentage points	46%
Socio-Economically Disadvantaged	36.27%	25.68%	38.38%		10 percentage points	46%
Asian	84.62%	80.95%	95.00%			
Black/AA						
Filipino						
Hispanic/Latino	34.45%	25.60%	40.32%		10	44%
Native Hawaiian						
White	93.33%	53.85%	76.32%		5 percentage	98%
English Learner	24.10%	11.84%	22.50%		10	34%

District Mathematics Snapshot(Percent Proficient)

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students		62.94%	70.05%		80%	152.7%
3 rd			81.08%			
5 th		35.00%	59.46%			
English Learner/Multilingual Students		45.07%	55.95%			
Middle School Long Term English Learners (LTELs)						
Special Education		46.15%	60.00%			
Socio-Economically Disadvantaged		50.63%	63.37%			

Footsteps2 Brilliance Usage Rate (Elementary only): Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	20.69	5.24	15.65		20%	25

ST Math Usage Rate: Total Hours Spent/Child

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students (K-2)	5	7	3		20%	

Chronic Absenteeism: Percent of students absent 10+% of instructional days enrolled

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	26.94%	22.07%	20.91%		50%	13%
All English Learner/Multilingual Students	38.10%	21.95%	27.91%		50% reduction	19%
Special Education	36.36%	33.33%	23.81%		50%	18%
Socio-Economically Disadvantaged	35.92%	18.57%	26.67%		50% reduction	17.50%
Asian	11.54%	18.75%	6.67%			
Black/AA	50.00%	50.00%				
2+ more	23.81%	33.33%	6.67%			
Filipino		12.50%	14.29%			
Hispanic/Latino	35.00%	19.00%	24.62%		50%	17.50%
Native Hawaiian	66.67%	44.44%	50.00%			
White	10.70%	28.57%	13.95%		50%	5%
English Learner	38.10%	21.95%	27.91%		50%	19%%
RFEP	26.94%				50%	13.50%

Suspension Rate: Percent of students suspended at least once

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
All Students	1.2%	0.50%			50%	
All English Learner/Multilingual Students	2%	0.92%			50% reduction	
Special Education	3.8%	4.50%			50% reduction	
Socio-Economically Disadvantaged	2.6%	100%			50% reduction	
Asian	0%					
Black/AA						
Filipino						
Hispanic/Latino	2.3%	3%			50%	
Native Hawaiian						
White	0%				50%	
English Learner	2%	0.92%			50%	
RFEP					50%	

CA Healthy Kids Survey (CHKS): Percent of students rating Strongly Agree/Agree

Feel Connected to School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				76%	5 percentage	81%
4 th				69%	5 percentage	74%

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
5 th				74%	5 percentage	79%

Caring Adults in School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				76%	5 percentage	81%
4 th				73%	5 percentage	78%
5 th				68%	5 percentage	73%

Feel Safe at School:

Data Indicator	EoY 2023	BoY 2023	MoY 2024	EoY 2024	Expected Yearly Growth	EoY 2024 Target
3 rd				74%	5 percentage	79%
4 th				94%	5 percentage	99%
5 th				79%	5 percentage	84%

Data Statements: Strength

- In CAASPP ELA, 44.35% students met or exceeded standards. Students with disabilities showed significant gains with 36% meeting or exceeding standards. In fifth grade 47.37% met or exceeded standards. In CAASPP Math, 46.01% students met or exceeded standards with Third Grade having the highest growth at 60%. In ELA Benchmarks there were significant gains in students meeting or exceeding standards with the following increases: First grade (40%), Third grade (10%), Hispanic/Latino (15%), EL (11%)
Overall, in the area of the math benchmarks, between fall and winter, all grade levels and student groups saw an increase of 8-20% more meeting and exceeding standards.
CHKS data: 1) 72% of students feel connected to school, 2) 94% of Fourth graders feel safe at school

Data Statements: Challenges

- In CAASPP ELA, English Language Learners show a persistent gap in achievement with 11% meeting or exceeding standards. Our Hispanic/Latino students equally show a persistent gap at 23%. In CAASPP Math, 34.31% of Fifth grades met or exceeded standards which is below the school-wide performance of 46.61%. 195 of English Language Learners met or exceeded standards with a gap of 27%. There was a decrease of 24% of our students with disabilities meeting or exceeding standards in our ELA Benchmarks from the middle of the year to the beginning of the year. Chronic Absenteeism continues to be a concern with 21% of students chronically absent overall. Of our English Language Learners, 29% are chronically absent.

Planning Statements

- Year long professional development and coaching in the grades K-3 literacy curriculum PAF with TOSA support. Year long professional development and coaching in grade 4 and 5 around Mathematics with TOSA support. Look at data to support our upper grades students who are below grade level in Mathematics to enroll in after ELOP programs. Improve attendance through creating systems to support families who are chronically absent. Year long support and coaching in all grades with a focus on multilingual learners, supports and strategies.

SPSA Goals and Strategies

Goal 1

Goal #	Description
GOAL 1	ACHIEVEMENT: Create learning opportunities for ALL TK-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Language & Literacy			
MTSS, Tier 1: Continue to implement Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2 ("PAF").	District-provided curriculum with TOSA support. Site-identified additional teacher extra-time		
MTSS, Tier 2: Implement literacy supplemental curricula for targeted instruction in grades 4-5 ("Rewards").	With TOSA support.		
MTSS, Tier 1: Support K-3 staff to participate in summer and school-year professional development to implement foundational literacy supplemental curricula.	Summer per diem, covered by district.		
MTSS, Tier 1 & 2: Assign Foundational Literacy TOSAs in grades K-3 to support in-class instruction for foundational literacy (PAF and Phonics for Reading).	District-provided 1.0 FTE TOSA	1000-1999: Certificated Personnel Salaries District Central funding	128,135.00
MTSS, Tier 1 & 2: Implement Footsteps2Brilliance as an at-home literacy resource for all PreK-3 students	District-provided resource.		
MTSS, Tier 1: Implement visual and performing arts programming: Implement Music4Minors performing arts program. Implement Art4Schools visual arts program for all classroom	Consultant contract	5800: Professional/Consulting Services And Operating Expenditures District Central funding	54909.00
MTSS, Tier 1: Implement newcomer curriculum (Hello!) and training to teachers around newcomer supports	District-provided materials and resources		
MTSS, Tier 1: Implement literacy interim assessments: K-2 PAF curriculum-based foundational literacy assessments and	District-provided materials and resources		

computer-based Reading Inventory assessment for grades 3-5.			
MTSS, Tier 2 & 3: Implement extended day programming to provide academic and enrichment supports to target struggling students.	Site-identified staff extra-time and meeting costs. District provided resources.		
MTSS, Tier 1 & 2: Assign English Learner/Multilingual Teacher Lead to support reclassification, monitoring and curriculum needs.	District-provided extra-time for Teacher Lead		
MTSS, Tier 1: Provide at-home materials to support foundational literacy in grades K-3 which follows the PAF structure.		4000-4999: Books And Supplies Site Lottery	2,652.00
MTSS, Tier 1 & 2: Continue to Implement language & literacy data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., Literacy Boost). Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.		1000-1999: Certificated Personnel Salaries Site Supplemental	5,200
STRATEGY: Mathematics			
MTSS, Tier 1: Continue implementation of K-5 math curricula, EngageNY/Zearn, and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Support 4-5th staff to participate in summer and school-year professional development to implement core SMFC math program.	Summer per diem, covered by district. Site-identified additional teacher extra-time	1000-1999: Certificated Personnel Salaries Site Supplemental	
MTSS, Tier 1: Support 4th and 5th grade teachers to collaborate with District Math ToSAs to support continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed planning.	District provided 0.5 Math TOSA	1000-1999: Certificated Personnel Salaries District Central funding	75,000
MTSS, Tier 2: Continue to support unfinished learning and intervention activities outside the school day (e.g., ELO-P), and develop positive math mindsets of targeted students. Targeting specifically student groups: Youth with Compromised	District-provided materials and resources and technology licenses.	4000-4999: Books And Supplies Site Supplemental	2,000

Housing, Students with IEPs, Latinx.			
MTSS, Tier 1 & 2: Continue to implement ST Math as an at-home math resource for all K-5 students.	District-provided resource.		
MTSS, Tier 1 & 2: Continue implementation of K-5 common formative assessments and teacher cycles of administration, scoring, analysis, and instructional reengagement.	District-provided resource.		
MTSS, Tier 1 & 2: Implement math data cycles through principal and site staff meetings that lead to instructional re-engagement strategies in classrooms and intervention activities outside the school day (e.g., ELO-P), Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources		
STRATEGY: Science/STEM			
MTSS, Tier 1: Continue implementation of TWIG Science curriculum and teacher guidance materials.	District-provided materials and resources		
MTSS, Tier 1: Continue to implement LEGO Education modules, with support from the lead Lego teacher.	District-provided materials and resources and lead Lego teacher stipend.		

SPSA Goals and Strategies

Goal 2

Goal #	Description
GOAL 2	EQUITY: Reduce inequitable outcomes for ALL students and staff by prioritizing equity, access, & inclusion.

Supporting Actions	Expenditure Description	Sources • Object Code • Source	Amount
STRATEGY: Family Engagement			
Continue to Implement family engagements and education for families of English Learner students, supported by academic information (e.g., the EL Snapshot) and other academic/wellness family engagement events.	Site-identified staff extra-time and meeting costs District-provided resources	0001-0999: Unrestricted: Locally Defined Site Supplemental	1,500.00
Provide site-based community outreach specialists and workers, to improve school-home communications; to engage families in culturally responsive ways that align school and family support for student academic and social-emotional growth; and to expand school and community-based resources available to families.	Site-identified staff 4.8 hrs.	2000-2999: Classified Personnel Salaries Site Supplemental	26,437.00
		2000-2999: Classified Personnel Salaries Site PTA	16,615.44
Expand school efforts to get input and feedback from families, including the number of “Spanish-first” engagements/regular coffee chats, to strengthen integration of family strengths and resources into school services and supports.	District-provided resources		
STRATEGY: Responsive” Curriculum & Practices			
Increase professional development and resources to support practices, and actions that build culturally responsive classrooms and school-wide culture.	District-provided resources		
Increase classroom libraries with literature that builds inclusive classrooms and multi-cultural literature that represent the cultural	Purchase of ABAR books for classroom libraries.	4000-4999: Books And Supplies Site Supplemental	2,500

backgrounds within our schools (heritage celebrations, LGBTQ+)			
Provide experiential learning and grade level content reengagement activities for all students to have a variety of learning experiences and exposure.	Site funding for assemblies	5000-5999: Services And Other Operating Expenditures Site Supplemental	6,000
Implement school curriculum, practices, and actions supported by staff professional development that build inclusive classrooms and school-wide culture.	Site-identified staff extra-time and meeting costs. District-provided resources	Site Supplemental	
Implement school curriculum, practices, and actions, supported by staff professional development, that build culturally responsive classrooms and school-wide culture. Targeting specifically student groups: : Youth with Compromised Housing, Students with IEPs, Latinx.	Staff timecarded for planning beyond work hours.	1000-1999: Certificated Personnel Salaries Site Supplemental	2,000

SPSA Goals and Strategies

Goal 3

Goal #	Description
GOAL 3	WELLNESS: Provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child.

Supporting Actions	Expenditure Description	Sources <ul style="list-style-type: none"> • Object Code • Source 	Amount
STRATEGY: Implement Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness			
MTSS, Tier 1 & 2: Assign .50 FTE of Counselor to provide individual and group wellness support.	District-provided .50 FTE for Counselors	1000-1999: Certificated Personnel Salaries District Central funding	77,825
MTSS, Tier 1 & 2: District-based Social Workers to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students.	District-provided materials and resources		
MTSS, Tier 1 & 2: Continue to implement Student Study Team (SST) and 504 structures and tools.	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development <ul style="list-style-type: none"> • how to implement SST and 504 processes; and in • wellness strategies including PBIS, restorative practices, and progressive discipline framework. 	District-provided materials and resources		
MTSS, Tier 1: Support all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies.	District-provided materials and resources		

MTSS, Tier 1 & 2: Implement MTSS CARE team to oversee and provide Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process Targeting specifically student groups: Youth with Compromised Housing, Students with IEPs, Latinx.	District-provided materials and resources		
MTSS, Tier 1 & 2: Implement Multi-Tiered Systems of Support wellness strategies including PBIS, restorative practices, and progressive discipline framework.	District-provided materials and resources		
Supplemental SEL materials for K-5	Site based funding	4000-4999: Books And Supplies Site Supplemental	1,363
Experiential student games to promote problem solving, collaboration and compromise skills while outside.	site based funding	4000-4999: Books And Supplies Site Supplemental	2,000
MTSS Tier 1, 2, 3 All Students: Designated staff and Care Team members will attend district training and then implement District Attendance Protocols for Chronic Absences & Unexcused Absences (Truancy/SART-SARB).			
MTSS Tier 3 Youth with Compromised Housing, Students with IEPs, Latinx (ATSI): Counselor and district-assigned social worker will prioritize 1:1 and group support to students from these specific groups to to reduce their chronic absenteeism.			
MTSS 2, 3: Designated staff and Care Team members will attend district training and then implement district recommended actions for supporting students with compromised housing/foster youth (e.g., intake protocols, communication procedures, automatic SST steps, individual learning plans, free bus passes and optional "Hop/Skip/Drive" transportation, pantry & clothing closets).			

<p>MTSS Tier 1 All Students: Designated staff and Care Team members will lead the implementation/ expansion of attendance rewards & recognitions activities.</p>	<p>site based funding</p>	<p>4000-4999: Books And Supplies Site Supplemental</p>	<p>1,000</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

GOAL 1 ANALYSIS

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

Goal 1: Achievement. In 2023-2024 Beresford's achievement goal was to create learning opportunities for all Pre-K through 5th students resulting in closing the achievement gap and culminating in personal and academic success in high school and beyond. To address this goal, we had three strategies: 1. Language and Literacy, 2. Mathematics, and 3. Science/STEM

Language and Literacy

The following actions were taken with regards to language and literacy:

We continued with full implementation of "PAF" which is an Orton-Gillingham literacy supplemental curricula for core instruction in grades K-2. We provided additional support and targeted instruction for our multilingual students. Staff were invited to participate in summer and school-year professional development to implement foundational literacy supplemental curricula. Additionally, in grades 3-5, we implemented "Rewards" and "Phonics for Reading" as supplemental curricula for targeted instruction. These programs have accelerated outcomes in foundational skills for all student groups. We held data-driven and collaboration meetings with our Literacy TOSA to strategize and to engage in data and participate in data cycles to support all learners with a focus on our multilingual learners and students who need extra support.

We have found that our newcomer students benefit from smaller group size and slower pace. Consequently, we have strategized to support and implement in-class support and pull-out support to support our newcomer students using newcomer curriculum (Hello!).

Additionally, we supported our K-2 staff to participate in professional development to implement foundational literacy supplemental curricula and English Language Development strategies. Our Foundational Literacy ToSA supported in-class instruction and pull-out support for foundational literacy (PAF, Phonics for Reading, and Rewards).

We also aligned the Implementation of Footsteps2Brilliance as an at-home literacy resource for all TK-3 students. Teachers used the data to target skills for students who needed additional practice.

Math

We continued with the implementation of K-5 math curriculum Engage NY/Zearn, and encouraged ST Math for at home student use. Staff were supported to participate in summer and school-year professional development to implement core SMFC math program. Our on-site Math TOSA supported K-5 grade teachers with continuous learning cycles and teacher collaboration around math content knowledge, curriculum implementation, and data-informed instruction. We worked in collaboration with our TOSA to create mathematics word walls to support math vocabulary and development of thinking. We held several data meetings across the year which included the creation and implementation of K-5 formative assessments and teacher cycles of administration, scoring, and analysis of student work. Additionally, several teachers representing grades K, 1, 4, 5 participated

with our TOSA in a math lesson study. They immersed themselves in cycles of instructional improvement focused on planning, observing and revising mathematics lessons.

ST Math was provided as an at-home resource for families K-5th grade. Teachers used the data to target skills for students who needed additional practice.

In order to ensure our multilingual students have access to grade level vocabulary and content we will be using Flocabulary in the 2024-25 school year. Use of this platform will help increase comprehension through targeted opportunities to build word knowledge and apply vocabulary in context.

Science STEM

The TWIG Science curriculum K-5 and teacher guidance materials were implemented across all grade levels. Teachers will support implementation and access to science concepts by using the district's EL Signature Strategies. Teachers used Benchmark to reinforce these concepts and collaborated to deepen the implementation of the TWIG Science curriculum in culturally and linguistically responsible ways.

Teachers were supported by the district's Program Specialist in Science in the implementation of the LEGO Education models K-5 grade.

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

No differences.

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

None at this time.

GOAL 2 ANALYSIS

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

"Responsive" Curriculum & Practices

Beresford continues to work on providing resources to support practices and actions that build culturally responsive classrooms and school wide culture.

We purchased many common books that were used campus-wide to build shared experiences and language as well as a school-wide culture that is supportive towards all. We increased classroom libraries with literature that builds inclusivity and represents the cultural backgrounds of our school and students' heritage.

We provided many experiential learning experiences through activities, assemblies, and events that were engaging for all students and exposed them to a variety of diverse experiences ranging from literacy, STEM, and visual and performing arts.

Staff worked collaboratively to create and implement curriculum, practices, and actions that build culturally responsive classroom and school-wide culture, specifically targeting youth with compromised housing, students with IEPs and our LatinX students.

This is on-going work that we will continue to engage in next year.

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

Although we planned to support the costs for Sierra Outdoor School in order to lower the burden of cost for our students, the district fully funded the program for all 5th graders.

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

None at this time.

GOAL 3 ANALYSIS

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

WELLNESS:

In 2023-2024, our wellness goal was to provide a safe, caring, nurturing, and culturally responsive environment for ALL students to meet the needs of the whole child. To meet this goal we Implemented Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness and SEL

Our first strategy, implementing Multi-Tiered Systems of Support (MTSS) strategies in support of student wellness MTSS, we assigned a .50 FTE counselor to provide individual and group wellness support MTSS. We also had access to the district social worker to remove barriers to learning, both in and out of the school environment, and address issues that impact the wellness of students. The social worker attended our CARE team meeting to provide expertise and support with students of concern.

We continued to implement a Student Study Team (SST) and 504 structures and tools.

The district supported all staff, administrators, counselors, teachers, and CARE team members to participate in summer and school-year professional development in how to implement SST and 504 processes; and in wellness strategies including PBIS, restorative practices, and progressive discipline framework.

The district also supported all staff, administrators, counselors, and teachers to participate in summer and school-year professional development in Implicit Bias and related Culturally Responsive strategies which was provided by the school district.

Our MTSS CARE team oversaw and provided Tier 2 and Tier 3 academic, behavior, and social emotional supports as well as case management and guidance for students in the SST process. We implement MTSS wellness strategies including PBIS, restorative practices, and progressive discipline framework.

Students attended assemblies that were designed to create and strengthen our school-wide culture. Common language, lifeskills and problem solving as well as creating a sense of community and belonging were the focus of these assemblies.

The school counselor provided SEL lessons in each classroom to promote awareness of our thoughts, emotions, and our surroundings. Supplemental materials to support our district's SEL program Second Step were purchased.

Experiential student games and equipment to promote problem solving, collaboration, and compromise skills were purchased.

Protocols were implemented to help address Chronic Absenteesim and Tardieness. The CARE team worked to prioritize support for students to reduce chronic absenteeism. Students who were housing compromised, students with IEPs and LatinX students were identified (via intake surveys, communication. SST process) and supported with free bus passes, transportation and before and after school care through the Annex.

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

None

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

None at this time.

GOAL 4 ANALYSIS

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

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

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

GOAL 5 ANALYSIS

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

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

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

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$405,136.44

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
District Central funding	\$335,869.00
Site Lottery	\$2,652.00
Site PTA	\$16,615.44
Site Supplemental	\$50,000.00

Subtotal of state or local funds included for this school: \$405,136.44

Total of federal, state, and/or local funds for this school: \$405,136.44

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Central funding	335,869.00
Site Lottery	2,652.00
Site PTA	16,615.44
Site Supplemental	50,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	1,500.00
1000-1999: Certificated Personnel Salaries	288,160.00
2000-2999: Classified Personnel Salaries	43,052.44
4000-4999: Books And Supplies	11,515.00
5000-5999: Services And Other Operating Expenditures	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	54,909.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Central funding	280,960.00
5800: Professional/Consulting Services And Operating Expenditures	District Central funding	54,909.00
4000-4999: Books And Supplies	Site Lottery	2,652.00
2000-2999: Classified Personnel Salaries	Site PTA	16,615.44

0001-0999: Unrestricted: Locally Defined	Site Supplemental	1,500.00
1000-1999: Certificated Personnel Salaries	Site Supplemental	7,200.00
2000-2999: Classified Personnel Salaries	Site Supplemental	26,437.00
4000-4999: Books And Supplies	Site Supplemental	8,863.00
5000-5999: Services And Other Operating Expenditures	Site Supplemental	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	267,896.00
Goal 2	55,052.44
Goal 3	82,188.00

School Site Council Membership

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

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

Name of Members	Role
Jadelyn Chang	Principal
Zoya Salameh	Classroom Teacher
Julee Flores	Classroom Teacher
Iris Torres	Other School Staff Parent or Community Member
Sharon DiPierro	Parent or Community Member
Amanda Duquette	Parent or Community Member
Rebecca Bingham	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 5/14/24.

Attested:



Principal, Jadelyn Chang on 5/14/24



SSC Chairperson, Iris Torres on 5/14/24