

School Year: **2021-22**

# School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

<b>School Name</b>	Beckman Elementary
<b>Address</b>	2201 Scarborough Drive Lodi, CA 95240
<b>County-District-School (CDS) Code</b>	Lodi Unified
<b>Principal</b>	Gina Azevedo
<b>District Name</b>	Lodi Unified School District
<b>SPSA Revision Date</b>	9/28/2021
<b>Schoolsite Council (SSC) Approval Date</b>	10/26/21
<b>Local Board Approval Date</b>	12/14/21

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

Beckman Elementary is committed to supporting and developing all students academically, emotionally, socially, and physically so they leave elementary school with the skills necessary to be successful lifelong learners. We prepare them to graduate and be college and career ready. We are committed to providing a safe environment for children and adults to learn and grow. Together staff, parents and stakeholders are dedicated to being lifelong teachers, learners, and guides for our children.

Beckman Bobcat Pledge: We pledge to be safe, we pledge to be responsible, and we pledge to be respectful. Learn Strong!

## Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) outlines all site goals and actions to raise the academic performance of all students. California Education Codes sections 41507, 41572, and 64002 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

## School Profile

Beckman Elementary School serves student in grades pre-school through sixth grade and has an approximate student population of 602. We are a Title I School with 100% of our students qualifying for free and reduced lunches. We are an identified CEP school receiving community eligibility provision status at the Federal level. Students of Hispanic descent make up 68.1% of our population, followed by Caucasian students at 15.2%, Asian students at 8.6%, and the remaining 7.8% is a combination of other ethnically diverse students. Beckman has several programs to service students receiving special education services. There are a total of 3 Special Day Classes on site ranging from kindergarten through sixth grade, as well as two Speech and Language Pathologists and one Resource Specialist. Students with disabilities account for 16.8% of our student population. Approximately 37.6% of our students are English Learners, with the largest group being native Spanish speakers.

## 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

As part of the process for developing the SPSA, parents, staff, and community members were met with and feedback was gathered. The Title I Program was reviewed at the beginning of the school year with parents at Back to School Night. The school Leadership Team met at the beginning of this school year to review last year's academic data available and compared it with the goals of actions in the previous SPSA on 9/1/2021. During that meeting, team participants shared what actions they thought had been successful and those that needed adjusting. Leadership then met with their grade level teams to solicit feedback. The School Site Council then reviewed last year's SPSA goals, recommendations from staff and leadership, as well as provided input for this year's SPSA changes at the 9/14/2021 meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Beckman has been identified as an Additional Targeted Support & Improvement School (ATSI). After reviewing school-wide data, it is evident our students with disabilities are under-performing. Students with special needs require highly targeted instruction to meet their various needs. Additional support in phonics and writing are critical for our students with disabilities. For many of our students with disabilities, language and language processing is a struggle. Additional and consistent para-educator support is essential for supporting these students at their levels. It is also crucial that the paras be trained in intervention programs in order to best support students in the classroom. In addition, IEP goals must be written for rigor and achievement, and those goals are then must be progress monitored and adjusted as needed. Goals should be aligned with grade level standards in mind. Our data has shown that we need continued targeted instruction in English Language Arts to mitigate learning loss due to COVID-19 and to address the decrease in student achievement we see school-wide in ELA.

# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 1

By the end of the 2020-21 school year, Beckman students scoring at the Proficient or Advanced level in English Language Arts as measured by California Assessment of Student Performance and Progress (CAASPP) . Results will increase by 3%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress	32% of students will demonstrate proficiency in English Language Arts as measured by California Assessment of Student Performance and Progress (CAASPP). Due to Distance Learning at the beginning of 2020/21, there will be anticipated learning loss and challenges to delivering instruction that is comparable to on-campus instruction.	24% of students demonstrated proficiency in English Language Arts as measured by California Assessment of Student Performance and Progress (CAASPP).
20/21 Benchmark Data	36.7% of students will meet or exceed standards on Benchmarks, an increase of 3% over previous results from 2019/20. Due to Distance learning challenges at the beginning of 2020/21, there will be anticipated learning loss and challenges delivering instruction that is comparable to on-campus instruction .	Benchmarks were not administered consistently due to COVID-19.
K-2 DIBELS	31% of K-2 students will be proficient on 2020/21 DIBELS EOY assessment.	We had 25% of our students proficient on the DIBELS EOY assessment.
3-6 SRI (Reading Inventory)	23% of 3rd-6th grade students will be proficient on RI at the end of the year.	37% of our 3rd-6th grade students were proficient on the RI at the end of the year.

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ELA 1.1 Continue to provide a full time Site Intervention Teacher for students not meeting grade level standards in English Language Arts. Targeted intervention will be provided via Read 180 and System 44 for grades 4-6, System 44 Stand	Action implemented as planned.	Intervention Teacher 1100 Teacher Title I 121,130	Intervention Teacher 1100 Teacher Title I 119,270.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Alone for 3rd graders, and SIPPS in grades 1-2.			
ELA 1.2 District ELA Coaches will provide demonstration lessons and trainings in English Language Arts in SIPPS for grade 1-2 teachers including special education.	Action implemented as planned.	Demonstration Lessons and Trainings LCFF 0	Demonstration Lessons LCFF 0
ELA 1.3 Distance learning kits will be sent home to support student access to core curriculum during distance learning.	Action implemented as planned.	Materials and Supplies 4300 Materials Title I 23,465.00	Materials and Supplies 4300 Materials Title I 19,034
ELA 1.4 Additional books will be purchased to send home for summer reading to mitigate learning loss and support student reading at their appropriate reading levels.	Action implemented as planned.	Library Books 4200 Books Title I 6,000	Library Books 4200 Books Title I 6109.07
<p>ELA 1.5 Substitutes will be provided for teacher release time so teachers can review student progress with principal and grade-level team. Data to be used include:</p> <p>DIBELS Reports iREAD Reports System 44 Reports READ 180 Reports ELD Unit Assessments Reading Inventory</p>	Action partially implemented. We only met one quarter for release time, as we returned to in person instruction and substitutes were not available.	Substitutes 1150 Teacher Sub Title I 0	Substitutes 1150 Teacher Sub Title I 0
ELA 1.6 Targeted academic intervention for students in grades 1-6 who are below grade level in ELA.	Action partially implemented as not all teachers provided intervention.	Time Cards 1120 Teacher Temp Title I 3,000.00	Time Cards 1120 Teacher Temp Title I 924.00
ELA 1.7 System 44 standalone will be implemented in third grade for students below grade level standards. All	Action implemented as planned.	System 44 LCFF 0	System 44 LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
other third grade students meeting the criteria for System 44 will receive integrated software time during Universal Access instruction.			
ELA 1.8 AVID materials and supplies will be purchased to support teachers and students in the AVID goals and its integration into the core curriculum and instruction.	Action implemented as planned.	Materials and Supplies 4300 Materials Title I 20,000.00	Materials and Supplies 4300 Materials Title I 14,294.00
ELA 1.9 Students will engage in virtual or in person study trips designed to provide hands on and visual experiences to support the core curriculum, rich vocabulary development, and writing.	Action implemented as planned.	Study Trips 5872 Field Trips Title I 0	Study Trips 5872 Field Trips Title I 0
ELA 1.10 A school wide license for a computer program Flocabulary as a supplemental resource for English Language Arts	Action implemented as planned.	Digital Software License 4475 Technology (\$500- \$9,999) Title I 2,600	Digital Software License 5875 Technology Licenses Title I 2,600
ELA 1.11 After school intervention with an outside intervention program will be provided for fourth quarter to reduce learning loss and provide additional support in ELA and Math. See Math Goal	Action implemented as planned.	After school Intervention 5800 Prof and Operating/Consultants Title I 0	After school intervention 5800 Prof and Operating/Consultants Title I 0

## Analysis

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

Overall, the implementation of most strategies went forward although we did not make our goal of 32%. This was due in part to the current health crisis which resulted in distance learning for most of the school year. While we provided distance learning kits, AVID supplies and online programs, distance learning still continued was not as successful.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Although our goal was not met, I believe our strategies were effective in some aspects. While we did not make our goal for CAASPP and DIBELS, we did make our goal for student Lexile. Given the challenges of Covid and distance learning, I believe we were able to mitigate some learning loss. The areas I felt were the most impacted were ELA 1.6 and 1.11. With Covid and distance learning, the ability to provide truly impactful intervention proved difficult.

Interventions were not as readily available due to teacher fatigue and less student participation. In addition, while our outside intervention did take part, attendance was limited as we were still required to hold outside intervention remotely.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was a \$5,000 material different for action 1.8 as we spent less than anticipated on AVID supplies since supplies were purchased by central office.

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.

This year we will have a change to our action regarding an intervention teacher. While we have had one intervention teacher, this year we will have an additional intervention teacher. This will enable us to serve more students in need of additional support in reading. To support this we will continue action 1.2 of utilizing SIPPS coaches for additional support. As we are no longer distance learning we will not be spending money for distance learning materials, but will allocate a smaller amount for teachers to have needed supplemental materials for individual students in the classroom. This will support our AVID organizational goals and well as boost engagement for students. Action 1.4 had us purchasing additional books for summer reading which I would like to do again as data showed Lexile scores for students overall remained somewhat stable. Action 1.5 will continue as I am still planning to have academic conferences this year. Last year had to stop them halfway through the year as we had substitute shortages. In case this continues this year, I will also set aside funds to time card teachers for this purpose after school as well. System 44 will continue to be used as a standalone. AVID materials will be purchased again this year to support teachers and students in implementing AVID goals and strategies into core curriculum and instruction. In addition, we will continue to set aside funds for study trips as in action 1.10. Flocabulary will be renewed and money will again be set aside for after school intervention as in last years plan.



# Annual Review and Update

## SPSA Year Reviewed: 2020-21

### Goal 2

By the end of the 2020-2021 school year, Beckman students scoring at the Proficient or Advanced level in Math, as measured by California Assessment of Student Performance and Progress (CAASPP) Results and District Benchmarks will increase by 3%.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) Results	25% of students will demonstrate proficiency in math as measured by CAASPP results.	Our goal was not met with 13% of students demonstrated proficiency in math as measured by CAASPP results.
District Benchmark Assessments	23% of students will meet or exceed the standards as indicated by District Benchmark results.	Benchmarks were not administered consistently due to COVID-19.
Dream box Software Usage	The average lessons completed weekly per student will increase to 6.5 lessons completed.	Our goal was not met. The average weekly lessons completed per student by the end of the school year was 5.7 lessons completed weekly.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
M 2.1 Intervention will be provided for targeted students who are below and far below district standards.	Action partially implemented. We offered limited intervention opportunities due to lack of staff to teach the intervention programs. However, some students did take part in an intervention program during fourth quarter as outlined in action 2.7.	Time Cards LCFF	Time Cards LCFF
M 2.2 During Academic Conferencing with teachers, the Special Education staff will meet together with the District Math Coaches to analyze data and develop plans to meet the needs of our SWD.	Action partially implemented. Due to limited substitute teachers and a return to in person instruction we were not able to hold all academic conferences.	Academic Conferencing and Math Coaching LCFF 0	Academic Conferencing and Math Coaching LCFF 0
M 2.3 Time after school will be provided for teacher collaborative time so teachers can review	Action not fully implemented. The time was offered, however, many teachers	Substitutes 1120 Teacher Temp Title I 3,500.00	Substitutes 1120 Teacher Temp Title I 924.98

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>student progress with principal and grade-level team.</p> <p>Data to be used include: Math Unit Assessments, Dreambox progress reports, Think Central progress reports</p>	<p>experienced fatigue with the Covid crisis and both in person and distance learning. Therefore less people were willing to take time after school for collaboration.</p>		
<p>M 2.4 Technology will be purchased to support supplemental math programs as well as standardized testing.</p>	<p>Action implemented as planned.</p>	<p>Headphones and earbuds 4400 Equipment (\$500-\$9,999) Title I 3,000.00</p>	<p>Headphones and earbuds 4400 Equipment (\$500-\$9,999) Title I 2,423.00</p>
<p>M 2.5 Promethean Panel will be purchased to replace a nonfunctional one to support core math instruction in the classroom.</p>	<p>Action implemented as planned.</p>	<p>Promethean Panel 4475 Technology (\$500-\$9,999) Title I 5,000.00</p>	<p>Promethean Panel 4475 Technology (\$500-\$9,999) Title I 4,603</p>
<p>M 2.6 Distance learning kits will be sent home to students at each grade level to support student access to core curriculum during distance learning. See Goal 1</p>	<p>Action implemented as planned.</p>	<p>Materials and Supplies 4300 Materials Title I 0</p>	<p>Materials and Supplies 4300 Materials Title I 0</p>
<p>M 2.7 After school intervention with an outside intervention program will be provided for fourth quarter to reduce learning loss and provide additional support in ELA and Math.</p>	<p>Action implemented as planned.</p>	<p>After school intervention 5800 Prof and Operating/Consultants Title I 14,400</p>	<p>After school intervention 5800 Prof and Operating/Consultants Title I 14,400</p>

## Analysis

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

Our overall implementation of this proved challenging. Before or after school intervention for math during the first three quarters was limited due to lack of staff to teach intervention. We provided some intervention during the fourth quarter, but it was done remotely and overall intervention was not as effective as we would have liked. Similarly, action 2.2 was partially implemented due to lack of ability to get substitute teachers for release time during the school day. For action 2.3, time was allotted after school, but not all teachers were willing to consistently use that time for collaboration. All other actions went forward as planned and seemed to benefit students as our overall goal was met.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

I believe the strategies/activities were would have been more effective in a traditional school year. However, due to distance learning and the health crisis, any actions that involved additional teacher time outside of regular contract time proved difficult. The actions that didn't involve additional staff support were put into place and were utilized.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

For action 2.3, far less was spent to time card teachers for collaborative time after school than previously anticipated.

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

We plan to continue goals for intervention this year. Although they were not as successful last year, the hope is with the return to in person instruction we will see increased participation by students and teachers. Likewise, we will plan for continued money to be set aside for teacher collaboration after school, We will also add an additional action for data monitoring and differentiation for our students in the area of math in order to promote accountability and differentiation for student within the classroom. For action 2.7, while we may not utilize the same after school intervention program, we still hope to provide an outside agency to support after school intervention for students.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 3

By the end of the 2020-2021 school year, 10% of Beckman English Learners will be reclassified as determined by reclassification criteria.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC results Benchmark results CAASPP results Report Cards	10% of Beckman English Learners will be reclassified as determined by reclassification criteria	3.5% of Beckman English Learners were reclassified.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
EL 3.1 Teachers will provide 30 minutes daily of designated ELD instruction	Action implemented as planned.	General Fund - Daily ELD	General Fund-Daily ELD
EL 3.2 Intensive targeted ELPAC preparation through after/before school intervention targeting students close to reclassification.	Action implemented as planned.	Teachers/Bilingual will be timecarded to provide intervention prior to ELPAC testing. 1120 Teacher Temp Title I	Bilingual Para was timecarded to provide intervention prior to ELPAC testing
EL 3.3 Bilingual Paraeducators are provided to support students in order to access the core curriculum via small group instruction and 1-1 interactions when needed	Action partially implemented. Bilingual para support was not as effective via a distance learning model. In addition, when in person instruction resumed, para support was often limited as our focus was on safety in spacing and monitoring due to Covid-19.	Paraprofessionals LCFF	Paraprofessionals LCFF
EL 3.4 Laptops will be purchased for paraeducators to support students online/in person utilizing computer technology to support	Action was not implemented. While the technology request was put in, challenges with purchasing resulted in the	Technology 4475 Technology (\$500-\$9,999) Title I 2,400	Technology 4475 Technology (\$500-\$9,999) Title I 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
core curriculum and support teacher small groups.	laptops not being received.		
EL 3.5 Collaborative time will be provided for teacher release time so teachers can review targeted English Learner student progress with principal and grade-level team.	Action partially implemented	Time Card LCFF	Time Card LCFF
EL 3.6 Students will attend virtual/in person study trips in order to provide hands on experiences and rich vocabulary development. Trips will support the core curriculum and will provide background knowledge for writing lessons in the classroom.	Action implemented as planned.	Study Trips 5872 Field Trips Title I 3,000	Study Trip Title I 0
		Title I	Title I
EL 3.7 Materials to support instruction in all academic areas, including ELD, as well as assessment materials for English Learners, will be sent to the the print shop for duplicating.	Action implemented as planned.	Print Shop 5715 Print Shop Title I 8,000.00	Print Shop 5715 Print Shop Title I 1542.33

## Analysis

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

Our goal was not met. I believe we were limited in our ability to implement 3.3 due to staff shortages and distance learning and I believe that had a significant impact. Intensive targeted ELPAC preparation that targeted students close to RFEP, as outlined in action 3.2, took place as planned although due to distance learning it was done remotely. Laptops were meant to be purchased for paraeducators to assist in proctoring necessary tests more efficiently, however, due to a purchasing delay they were not received. We will continue this action this year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall our strategies were not as effective as we had hoped. This was due in large part to COVID and distance learning which impacted para support and intervention. However, our intensive preparation for students close to reclassifying proved very successful even during distance learning. This will definitely be a strategy continued this year. We had a few virtual study trips that took place this past year as outlined in action 3.6 but not as many as we had hoped due to COVID and limited time on campus. We did allocate funds to duplicating to support materials for English learners, but due to many materials being available online, the amount spent was less than anticipated.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We had a material difference of \$2,400 for laptops that did not get purchased. We also had a difference of roughly \$6,500 for print shop due to lower costs for duplicating. Lastly, while we did spend money on field trips, the funds used

ended up not being part of Title 1 as planned. Instead they came from a different funding source to be processed quickly.

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.

This year our plan will again include many of the same actions as some were not fully implemented with distance learning. I believe we will be able to more fully implement this year. However, additional actions will be put in place to time card paraeducators as well for additional after/before school support of our English Learners. This will enable us to support more students. We also will add an action to celebrate students that meet redesignation requirements. We hope to build motivation for students and families regarding the importance of redesignation.

# Annual Review and Update

**SPSA Year Reviewed: 2020-21**

## Goal 4

Beckman Elementary will increase family engagement activities and will graduate 100% of participating parents from the Jump Into English program.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The percentage of parent participants according to sign in sheets for parent events as well as the graduation rate for the Jump Into English Program	Beckman Elementary expects parent involvement increase so there are a minimum of 5 active adults, and for 100% of the registered parents to graduate from Jump Into English.	Beckman Elementary did not increase its number of active parents, but we did graduate 100% of registered parents to graduate from Jump Into English.

## Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.1 Bilingual paraprofessionals will be at all parent activities to interpret for parents. Announcements of all school events will be sent through Blackboard Connect or Class DOJO as well as newsletters/flyers in both English and Spanish advance	Action implemented as planned.	Paraeducators 2120 Para Temp Title I: Parent Involvement 532.00	Paraeducators 2120 Para Temp LCFF 41.40
PI 4.2 Student Home to School planners will be purchased in order to maintain a daily communication with parents	Action implemented as planned.	Planners 5800 Prof and Operating/Consultants Title I: Parent Involvement 2,383.00	Planners 5800 Prof and Operating/Consultants Title I: Parent Involvement 199.96
PI 4.3 Funds to support academic night focused on math and literacy as well as AVID best practices will be held to encourage parent involvement. Materials and supplies will be purchased to support the planned event.	Due to COVID and the inability to host large events all year, we were unable to host the events as planned.	Planners 5800 Prof and Operating/Consultants Title I 1,800.00	Planners 5800 Prof and Operating/Consultants Title I 3697.72
		Materials and Supplies 4300 Materials Title I: Parent Involvement 917.00	Materials and Supplies 4300 Materials Title I: Parent Involvement

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PI 4.4 Jump Into English will be offered to the first 15 parents who wish to learn English over the course of the school year.	Action was partially implemented. The program was offered but 15 parents did not sign up. Instead we had 8 parents go through all sessions of the program.	Contracted Service LCFF	Contracted Service LCFF

## Analysis

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

Due to COVID-19, we were limited in our ability to host activities to promote parent involvement.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

For action 4.1, Bilingual paraprofessionals provided support for meetings held remotely for parents. For action 4.2, we also provided the planners that promote home and school communication. However, as much of this past year was distance learning they weren't utilized fully. For action 4.3, we had a number of drive thru events meant to encourage family involvement. They were well attended. For parent involvement goal 4.4, again Jump into English was offered. While we normally have about 15 parents take part. We had about 8 active members that completed the program.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The difference in actual and estimated expenditures for this goal was minimal.

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

We will continue to implement the actions in place from last year as we believe they all continue to serve important roles in supporting parent involvement. However, we are adding an additional action to address community based services we are bringing to Beckman to support our families, We will be implementing a food program, dental clinic, and forming a school committee to host parent night events. This was something we did not do last year.



# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 5

All teachers will participate in monthly professional development and reflection during staff meetings in order to address the academic and social needs of students at Beckman School at every staff meeting held. Professional Development will include Math, ELA, PBIS, ELD, AVID, and Technology.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Staff meeting agendas and sign-in sheets/digital attendance printouts	All teachers will participate in monthly PD and reflection during 100% of staff meetings.	All teachers participated in monthly PD and reflection during all staff meetings.

## Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 5.1 Teachers will attend district and county trainings in the Common Core State Standards, Technology, core curriculum, Smarter Balance Assessments, and developing highly effective Professional Learning Communities.	Action implemented as planned.	Professional Development LCFF	Professional Development LCFF
PD 5.2 AVID and PBIS Professional Development will be provided via teacher experts and coaches at Staff Meetings for best AVID and PBIS practices in connection to core curriculum.	Action implemented as planned.	Professional Development LCFF	Professional Development LCFF
PD 5.3 Site and District-based Technology coaches will provide professional development to staff during staff meetings as well as in small groups during Common Planning times when requested.	Action implemented as planned.	District Coaches LCFF	District Coaches LCFF

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PD 5.4 Teachers will attend conferences to support development in best teaching practices focused on school and district goals and overall best practices for CCSS implementation.	Action implemented as planned.	Professional Development 5220 Conference Title I 6,518.00	Professional Development 5220 Conference Title I 4,200

## Analysis

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

Overall implementation of the above actions was strong. While we were limited in our ability to attend conferences in person, teachers attended a number of district professional development opportunities as well as conferences.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

With the additional challenge of distance learning and new technology teachers spend a lot of time attending virtual professional development. Our action that had the weakest implementation was action 5.2. AVID and PBIS implementation were challenges virtually. While we focused on organizational skills for AVID, there were challenges with incorporating all AVID strategies. PBIS implementation continued during distance learning with students still earning incentives and our matrix being modified to include distance learning expectations, but certain features of PBIS were difficult to monitor such as check in check out.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

The cost of attending conferences was less than initially budgeted, therefore the actual expense for action four was less.

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.

In order to strengthen our action 5.2, a committee will be developed to oversee our PBIS and AVID implementation now that we are back to in person instruction. They will monitor for fidelity in implementation and make sure school wide expectations are in place.

# Annual Review and Update

SPSA Year Reviewed: 2020-21

## Goal 6

Beckman will improve one or more indicators from red to orange or orange to yellow, for our students with disabilities on the California Department of Education Dashboard for the 2020-2021 school year. Administration and teachers will be given opportunities to collaborate and analyze data for each of the indicators. Based on the data, Beckman will target those indicators to provide targeted interventions, strategic supports, and review current practices.

## Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

## Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ATSI 6.1 Professional Development	Implemented as planned.	Provide professional development for teachers, administration and staff using a pilot program focusing on social emotional learning strategies. 5800 Prof and Operating/Consultants LCFF	Professional development was utilized as planned for a new social emotional learning program. 5800 Prof and Operating/Consultants LCFF
ATSI 6.2 Student Engagement	Partially implemented. Incentives were purchased to support PBIS behavior goals and distance learning attendance, but attendance recognition was suspended during in person instruction due to COVID-19.	Additional student support and PBIS interventions for students identified as chronically absent including but not limited to incentive programs, attendance recognition, and targeted home outreach. 4300 Materials 0	Due to Covid 19 and distance learning attendance was not measured as it would be in a traditional school year. Attendance recognition for the year was suspended. 4300 Materials 0

## Analysis

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

The overall implementation of this program was challenging. While we were able to get all teachers trained to utilize the new social emotional learning program, effective implementation was limited due to a combination of distance learning, hybrid, and in person instruction. Teachers utilized the program school wide but found getting resources to students while distance learning challenging. In addition, attendance was not measured as in year's past due to distance learning. As a school, we made a valiant effort to target our students with the lowest attendance during distance and in-person learning, but Covid protocols made it difficult to focus on attendance as health and safety continued to be a concern.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall the social emotional program Pathways was welcomed by teachers and all classroom teachers implemented elements to some degree. However, with distance learning implementation was not complete. Not all students were present, some didn't pick up necessary materials, or some didn't engage fully with cameras on and ready. We continued PBIS implementation while on distance learning with students being able to earn DOJO points which compiled to incentives given out quarterly at our Bobcat store. Our PBIS team lead fulfilled orders and support staff handed them out to students when they came to campus. This helped to support students attendance during distance learning. However, we were not able to provide attendance recognition as in year's past as we suspended attendance incentives when we returned to in person instruction as we wanted students with symptoms to stay home and not attempt to attend for an incentive. Targeted home outreach occurred via phone calls and written communications, but in person outreach was limited due to Covid protocols.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

NA

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.

For the 2021-2022 school year, Beckman will continue to provide the social emotional program Paths to students. With students on campus, the hope is a more in comprehensive program can be implemented. In addition, another action will be added to the school plan for this year to incorporate targeted on campus counseling, social groups, and presentations to support overall social emotional wellbeing for students. The actions will include monthly meetings by the mental health team to discuss high risk students, parent outreach regarding the benefits of social emotional support, and additional money in the budget under Goal 6 to include additional hours for our mental health clinician.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

English Language Arts

### Goal Statement

By the end of the 2021-22 school year, Beckman students scoring at the Proficient or Advanced level in English Language Arts as measured by California Assessment of Student Performance and Progress (CAASPP) . Results will increase by 5%

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

California Assessment of Student Performance and Progress (CAASPP) Results  
Reading Inventory Scores  
DIBELS Data

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress	Results of the 2020-2021 CAASPP indicated 24% of students were scoring at the Proficient or Advanced levels in English Language Arts.	29% of students will demonstrate proficiency in English Language Arts as measured by 2021-2022 California Assessment of Student Performance and Progress (CAASPP). This goal is set to recoup a drop in English Language Arts scores this past year.
K-2 DIBELS	2020-2021 DIBELS: 25% of K-2 students were proficient on DIBELS EOY assessment	30% of K-2 students will be proficient on 2021/22 DIBELS EOY assessment. This will target an increase of 5% growth throughout the school year.
3-6 SRI (Reading Inventory)	2020-2021 SRI: 43% of 3rd-6th grade students were proficient/advanced on RI for the at the end of the year.	46% of 3rd-6th grade students will be proficient on RI at the end of the year. As we met this goal from our previous SPSA, our expected outcome will be 3% as our focus will be growth and maintenance of last years improvement.

### Planned Strategies/Activities

#### Strategy/Activity 1

ELA 1.1 Continue to provide a full time Site Intervention Teacher for students not meeting grade level standards in English Language Arts in grades 4-6. Targeted intervention will be provided via Read 180 and System 44 for grades 4-6, System 44 Stand Alone for 3rd graders, and SIPPS intervention.

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

Students who are below and far below grade level

### Timeline

August 2021- June 2022

### Person(s) Responsible

Principal, Intervention Teacher

### Proposed Expenditures for this Strategy/Activity

Amount	127,923
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher

### Strategy/Activity 2

ELA 1.2 The addition of another full time Site Intervention Teacher for primary students not meeting grade level standards in English Language Arts in grades K-2. Targeted intervention will be provided via SIPPS for students below grade level.

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

Students grades K-3

### Timeline

August 2021-June 2022

### Person(s) Responsible

Administration  
Intervention Teacher  
District Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
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### Strategy/Activity 3

ELA 1.3 District funded SIPPS coaches will provide demonstration lessons and trainings in English Language Arts in SIPPS for grade K-3 teachers including special education.

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

Students grades K-3 and students with disabilities

### Timeline

August 2021-June2022

### Person(s) Responsible

Administrators  
Teachers  
District Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	District Coaching

### Strategy/Activity 4

ELA 1.4 Additional books will be purchased for home and school use to mitigate learning loss and support student reading at their appropriate reading levels.

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

All students

### Timeline

February 2021 to June 2021

### Person(s) Responsible

Administration  
School Librarian  
Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	4200 Books
Description	Library Books

### Strategy/Activity 5

ELA 1.5 Substitutes will be provided for teacher release time so teachers can review student progress with principal and grade-level team. Data to be used include:

DIBELS Reports  
iREAD Reports  
System 44 Reports  
READ 180 Reports  
ELD Unit Assessments  
Reading Inventory

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

All Students

## Timeline

October 2021 - June 2022

## Person(s) Responsible

Administration, Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	6000
Source	Title I
Budget Reference	1150 Teacher Sub
Description	Substitutes

## Strategy/Activity 6

ELA 1.6 Collaborative time will be provided for teachers after school to review student data and plan targeted instructional strategies for students.

## Students to be Served by this Strategy/Activity

All Students

## Timeline

August 2021 - June 2022

## Person(s) Responsible

Administration, Teachers

## Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Time Cards

## Strategy/Activity 7

ELA 1.7 SIPP's will be utilized for all students below grade level in third grade.

## Students to be Served by this Strategy/Activity

Third grade students who are below and far below standards in ELA

## Timeline

August 2021 - June 2022



**Person(s) Responsible**

Administration, Teachers

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

0

**Source**

LCFF

**Description**

SIPPS Intervention

**Strategy/Activity 8**

ELA 1.8 AVID materials and supplies will be purchased to support teachers and students in the AVID goals and its integration into the core curriculum and instruction.

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

All Students

**Timeline**

August 2021 - June 2022

**Person(s) Responsible**

Administration, Teachers

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

10,000

**Source**

Title I

**Budget Reference**

4300 Materials

**Description**

Materials and Supplies

**Strategy/Activity 9**

ELA 1.9 Students will engage in virtual or in person study trips and on site enrichment opportunities designed to provide hands on and visual experiences to support the core curriculum, rich vocabulary development, and writing. See goal 3 action 4.

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

All Students

**Timeline**

August 2021 - May 2022

**Person(s) Responsible**

Principal, Teachers

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

0

<b>Budget Reference</b>	5872 Field Trips
<b>Description</b>	Study Trips/On-site Enrichment

### Strategy/Activity 10

ELA 1.10 A school wide license for a computer program Flocabulary as a supplemental resource for English Language Arts

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

All Students

### Timeline

April 2021-March 2022

### Person(s) Responsible

Administrator  
Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,600
<b>Source</b>	Title I
<b>Budget Reference</b>	5875 Technology Licenses
<b>Description</b>	Digital Software License

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Mathematics

### Goal Statement

By the end of the 2021-2022 school year, Beckman students scoring at the Proficient or Advanced level in Math, as measured by California Assessment of Student Performance and Progress (CAASPP) Results and District Benchmarks will increase by 3%.

### LCAP Goal

All students including targeted students will demonstrate proficiency in literacy, mathematics, and technology to prepare student to be college and career ready. (LCAP Goal 2)

### Basis for this Goal

California Assessment of Student Performance and Progress (CAASPP) Results  
District Benchmark Assessments  
Dream Box Software Usage

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP) Results	Results of the 2020-2021 CAASPP indicated 13% of students scored at the Proficient or Advanced levels in Math.	16% of students will demonstrate proficiency in math as measured by CAASPP results.
District Benchmark Assessments	Results of the 2019-2020 District Math Unit Assessments indicated that 20% of students met or exceeded the standards. Information for the academic year 2021-22 is incomplete due to benchmarks being optional last school year.	23% of students will meet or exceed the standards as indicated by District Benchmark results.
Dream box Software Usage	Reports from the 2020-2021 school year indicate an average of 4.2 lessons completed weekly per student.	The average lessons completed weekly per student will increase to 6.2 lessons completed. This would be an average increase of two lessons per week per student.

### Planned Strategies/Activities

#### Strategy/Activity 1

M 2.1 Intervention will be provided for targeted students who are below district standards via an outside tutoring service.

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

Students who are below and far below district standards

### Timeline

August 2021-May 2022

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	22,000
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	Outside agency math tutoring to target students close to meeting grade level standards.

### Strategy/Activity 2

M 2.2 Math coaches will provide staff development on math strategies, programs, and differentiation to support math progress.

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

All students

### Timeline

August 2021-June 2022

### Person(s) Responsible

Administration  
Teachers  
District Math Coaches

### Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Math Coaching

### Strategy/Activity 3

M 2.3 Time after school will be provided for teacher collaborative time so teachers can review student progress with principal and grade-level team. See goal 1.6.

Data to be used include: Math Unit Assessments, Dreambox progress reports, Think Central progress reports

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

All Students

**Timeline**

August 2021-June 2022

**Person(s) Responsible**

Administration and Teachers

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

Title I

**Budget Reference**

1120 Teacher Temp

**Description**

Teacher Collaboration. See goal 1.6 for allotted amount.

**Strategy/Activity 4**

M 2.4 Materials will be purchased for hands on math practice.

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

All Students

**Timeline**

August 2021-May 2022

**Person(s) Responsible**Administration  
Teachers**Proposed Expenditures for this Strategy/Activity****Amount**

2000

**Source**

Title I

**Budget Reference**

4300 Materials

**Description**

Math manipulatives

**Strategy/Activity 5**

M 2.5 Math stem kits will be purchased school wide for increased student engagement and understanding of math concepts through hands on experiences.

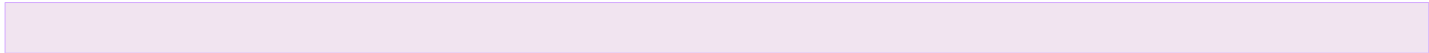
**Students to be Served by this Strategy/Activity**

All grades

**Timeline**

August 2021-June 2022

**Person(s) Responsible**Administrator  
Site Tech Lead  
Teacher



**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	8051
<b>Source</b>	Title I
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Stem kits

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

English Learners

### Goal Statement

By the end of the 2021-2022 school year, 6% of Beckman English Learners will be reclassified as determined by reclassification criteria.

### LCAP Goal

All English Learners will demonstrate proficiency in English in order to meet the Annual Measurable Achievement Objectives targets. (Title III Plan) B. All English Learners will meet benchmarks toward Reclassification. (LCAP Goal 2)

### Basis for this Goal

ELCAP Data and reclassification of students

Benchmarks and District Summative Assessments.

California Assessment of Student Performance and Progress (CAASPP) Results

Report Cards

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC results Benchmark results CAASPP results Report Cards	3% of students were reclassified during the 2020-2021 school year	6% of Beckman English Learners will be reclassified as determined by reclassification criteria

### Planned Strategies/Activities

#### Strategy/Activity 1

EL 3.1 Teachers will provide 30 minutes daily of designated ELD instruction

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

English Learners

#### Timeline

August 2021 - June 2022

#### Person(s) Responsible

Principal, Vice Principal, and Teachers

### Proposed Expenditures for this Strategy/Activity

Description General Fund - Daily ELD

### Strategy/Activity 2

EL 3.2 Intensive targeted ELPAC preparation through after/before school intervention targeting students close to reclassification.

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

English Language Learners

### Timeline

February 2022-May 20022

### Person(s) Responsible

Administrators  
Teachers  
Bilingual Paraeducators

### Proposed Expenditures for this Strategy/Activity

Amount 949  
Source Title I  
Budget Reference 2120 Para Temp  
Description Bilingual Paraeducator timecard

Amount 1,000  
Source Title I  
Budget Reference 1120 Teacher Temp  
Description Teacher timecard

### Strategy/Activity 3

EL 3.3 Bilingual Paraeducators are provided to support students in order to access the core curriculum via small group instruction and 1-1 interactions when needed

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

English Learners

### Timeline

August 2021 - June 2022

### Person(s) Responsible

Administration, Bilingual Paraeducators, Teachers



### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Paraprofessionals

### Strategy/Activity 4

EL 3.4 After/Before school intervention will be provided to our English Learner students identified as highest need according to data.

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

English Language Learners

### Timeline

September 2021-May 2022

### Person(s) Responsible

Administration  
Teachers  
Paraeducators

### Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher timecard for intervention

Amount	2000
Source	Title I
Budget Reference	2120 Para Temp
Description	Paraeducator timecard for intervention

### Strategy/Activity 5

EL 3.5 Collaborative time will be provided so teachers can review targeted English Learner student progress with principal and grade-level team. See goal 1.6

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

English Learners

### Timeline

October 20201- June 2022

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	1120 Teacher Temp
Description	Teacher timecards. See goal 1.6 for funds allotted.

### Strategy/Activity 6

EL 3.6 Students will attend virtual/in person study trips and assemblies in order to provide hands on experiences and rich vocabulary development. Trips will support the core curriculum and will provide background knowledge for writing lessons in the classroom. See goal 1.9

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

All Students

### Timeline

August 2021 - May 2022

### Person(s) Responsible

Administration and Teachers

### Proposed Expenditures for this Strategy/Activity

Description	Centrally funded study trips/onsite assemblies. See goal 1.9
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### Strategy/Activity 7

EL 3.7 Materials to support instruction in all academic areas, including ELD, as well as assessment materials for English Learners, will be sent to the the print shop for duplicating.

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

All Students

### Timeline

August 2021 - June 2022

### Person(s) Responsible

Administrator and Teachers

### Proposed Expenditures for this Strategy/Activity

Amount	6246
Source	Title I
Budget Reference	5715 Print Shop
Description	Print Shop

# Goals, Strategies, & Proposed Expenditures

## Goal 4

### Subject

Parent / Family Engagement

### Goal Statement

Beckman Elementary will increase the number of events targeting parent and community involvement whether virtually or in -person for the 2021-22 school year.

### LCAP Goal

PI 4.1 Improve the engagement of parents/guardians as partners in their children’s education. (LCAP Goal B)

### Basis for this Goal

Sign-In sheets from school events and parent meetings

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The number of calendared events for the 2021-2022 school year.	Beckman had six family events/meetings throughout the 2020-2021 school year.	Beckman will have nine family events/meetings throughout the 21-22 school year.

### Planned Strategies/Activities

#### Strategy/Activity 1

PI 4.1 Bilingual paraprofessionals will be at all parent activities to interpret for parents. Announcements of all school events will be sent through Blackboard Connect or ClassDOJO as well as newsletters/flyers in both English and Spanish advance

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

Bilingual students and families

#### Timeline

August 2021-June 2022

#### Person(s) Responsible

Administration and Bilingual Paraeducators

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	498.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	2120 Para Temp
<b>Description</b>	Paraeducators

### Strategy/Activity 2

PI 4.2 Student Home to School planners will be purchased in order to maintain a daily communication with parents

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

All students

#### Timeline

August 2020 - June 2021

#### Person(s) Responsible

Administration, Teachers, and Parents

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2,375
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Planners
<b>Amount</b>	2625.00
<b>Source</b>	Title I
<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Planners

### Strategy/Activity 3

PI 4.3 Funds to support academic night focused on math and literacy as well as AVID best practices will be held to encourage parent involvement. Materials and supplies will be purchased to support the planned event.

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

All Students

#### Timeline

August 2020-August 2021

#### Person(s) Responsible

Administration, Teachers, and Parents

#### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	320.00
<b>Source</b>	Title I: Parent Involvement
<b>Budget Reference</b>	4300 Materials
<b>Description</b>	Materials and Supplies

### Strategy/Activity 4

PI 4.4 Jump Into English will be offered to the first 15 parents who wish to learn English over the course of the school year.

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

English Learner Parents

### Timeline

August 2020 - June 2021

### Person(s) Responsible

Administration, Jump Into English program coordinator, District Level Personnel

### Proposed Expenditures for this Strategy/Activity

<b>Source</b>	LCFF
<b>Description</b>	Contracted Service

### Strategy/Activity 5

PI 4.5 A community dental clinic will provide student dental services on site.

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

All Students

### Timeline

October 2021-June2022

### Person(s) Responsible

Administration, Community Dental Clinic

### Proposed Expenditures for this Strategy/Activity

<b>Description</b>	Community based service
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# Goals, Strategies, & Proposed Expenditures

## Goal 5

### Subject

Professional Development

### Goal Statement

All teachers will participate in monthly professional development and reflection during staff meetings in order to address the academic and social needs of students at Beckman School at every staff meeting held. Professional Development will include Math, ELA, PBIS, ELD, AVID, Self-care and Technology.

### LCAP Goal

High quality and on-going professional development for teachers and staff will be provided to improve instruction and enable students to reach proficiency on state academic content standard. (Compensatory Education: 18)

### Basis for this Goal

Language Arts, Math, and ELD data outlines in school goals 1-3  
California Assessment of Student Performance and Progress (CAASPP )  
Results were also used to examine the efficacy of the professional development provided the previous school year.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Staff meeting agendas and sign-in sheets/digital attendance printouts	Review of agendas, reflections, sign-in sheets/digital attendance printouts show that teachers took part in many professional development opportunities, however, due to virtual learning not every staff meeting or PD was able to occur.	All teachers will participate in monthly PD and reflection during 100% of staff meetings.

### Planned Strategies/Activities

#### Strategy/Activity 1

PD 5.1 Teachers will attend district and county trainings in the Common Core State Standards, Technology, core curriculum, Smarter Balance Assessments, and developing highly effective Professional Learning Communities.

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

All Students

#### Timeline

July 2021-June 2022

#### Person(s) Responsible

Administration, District ELA, Math, and Science Coaches, Teachers, Teacher Specialists

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Professional Development

### Strategy/Activity 2

PD 5.2 AVID and PBIS

Professional Development will be provided via teacher experts and coaches at Staff Meetings for best AVID and PBIS practices in connection to core curriculum.

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

All Students

### Timeline

July 2021-June 2022

### Person(s) Responsible

Principal, AVID coach, teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Professional Development

### Strategy/Activity 3

PD 5.3 Site and District-based Technology coaches will provide professional development to staff during staff meetings as well as in small groups during Common Planning times when requested.

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

All Students

### Timeline

July 2021-May 2022

### Person(s) Responsible

Principal, Site Tech Support, and teachers

### Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

District Coaches

## Strategy/Activity 4

PD 5.4 Teachers will take part in book studies school-wide to focus on self care and teacher-student relationship building.

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

All Students

### Timeline

July 2021-May 2022

### Person(s) Responsible

Teachers  
Administration

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	2000
<b>Source</b>	Title I
<b>Budget Reference</b>	4200 Books
<b>Description</b>	Book Study

## Strategy/Activity 5

PD 5.5 Teachers will attend conferences to support development in best teaching practices focused on school and district goals and overall best practices for CCSS implementation.

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

All Students

### Timeline

August 2021-June 2022

### Person(s) Responsible

Principal, Teachers

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	6000
<b>Source</b>	Title I
<b>Budget Reference</b>	5220 Conference
<b>Description</b>	Professional Development



# Goals, Strategies, & Proposed Expenditures

## Goal 6

### Subject

Additional Targeted Instruction & Support (ATSI)

### Goal Statement

Beckman will improve one or more indicators from red to orange or orange to yellow, for our students with disabilities on the California Department of Education Dashboard for the 2021-2022 school year. Administration and teachers will be given opportunities to collaborate and analyze data for each of the indicators. Based on the data, Beckman will target those indicators to provide targeted interventions, strategic supports, and review current practices.

### LCAP Goal

LUSD schools will be positive and supportive learning environments that provide maximum opportunities for each student to succeed. (Pupil Engagement: 5) (School Climate: 6)

### Basis for this Goal

CDE Dashboard Data for the 2018-2019 school year indicates that Beckman is either in the red or orange in each of the four indicators for students with disabilities.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism for special education students	Orange from 2019-2020. Last year the dashboard was suspended.	Yellow
Suspension Rate for special education students	Red from 2019-2020. Last year the dashboard.	Orange

### Planned Strategies/Activities

#### Strategy/Activity 1

ATSI 6.1 Professional Development of New Educators

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

All Students

#### Timeline

August 2021-June 2022

#### Person(s) Responsible

Admin./Teachers/Staff

#### Proposed Expenditures for this Strategy/Activity

##### Source

LCFF

<b>Budget Reference</b>	5800 Prof and Operating/Consultants
<b>Description</b>	Provide professional development for teachers, administration and staff using a pilot program focusing on social emotional learning strategies.

## Strategy/Activity 2

ATSI 6.2 Family Outreach

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

Students identified as chronically absent

### Timeline

August 2021-June 2022

### Person(s) Responsible

Admin/Staff/Teachers/PBIS Team

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	0
<b>Description</b>	Additional family outreach for counseling and home support for students identified as chronically absent

# Form C: Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	214,587.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	211394	0.00
Title I: Parent Involvement	3193.00	0.00

# Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	211,394.00
Title I: Parent Involvement	3,193.00

## Preliminary Plan

## Final Plan



10/27/2021 03:30 pm

*Principal*

*Date*

*Principal*

*Date*



10/27/2021 03:30 pm

*SSC Chairperson*

*Date*

*SSC Chairperson*

*Date*



10/22/2021 03:45 pm

*Program Manager*

*Date*

*Program Manager*

*Date*

# Expenditures by Budget Reference and Funding Source

## FORM F: FISCAL WORKSHEET

Budget Reference	Funding Source	Amount
		0.00
		0.00
5872 Field Trips		0.00
	LCFF	0.00
	LCFF	0.00
1100 Teacher	Title I	127,923.00
1120 Teacher Temp	Title I	7,000.00
1150 Teacher Sub	Title I	6,000.00
2120 Para Temp	Title I	2,949.00
4200 Books	Title I	8,000.00
4300 Materials	Title I	20,051.00
5220 Conference	Title I	6,000.00
5715 Print Shop	Title I	6,246.00
5800 Prof and Operating/Consultants	Title I	24,625.00
5875 Technology Licenses	Title I	2,600.00
2120 Para Temp	Title I: Parent Involvement	498.00
4300 Materials	Title I: Parent Involvement	320.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,375.00

# FORM D: 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
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members
- 10 Total

Name of Members	Role
Gina Azevedo	Principal
Jacquie Rust	Classroom Teacher
Marco Bravo	Classroom Teacher
Monica Frisckhorn	Classroom Teacher
Nanci Johnston	Other School Staff
Jessica Werner	Parent or Community Member
Monse Bertolozzi	Other School Staff
Rachel Briceno	Parent or Community Member
Angelica Jenkins	Parent or Community Member
Briunna Barrows	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.


# FORM E: 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 10/27/2021 03:30 pm.

Attested:

Preliminary Plan		Final Plan	
	10/27/2021 03:30 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	10/27/2021 12:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	10/22/2021 03:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>