

# Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

| School Name    |            | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|----------------|------------|-----------------------------------|--|---------------------------|
| Beckman school | Elementary | 39685856108856                    | May 7, 2024                            | June 18, 2024             |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California’s ESSA State Plan supports the state’s approach to improving student group performance through the utilization of federal resources. Schools use the SPSA 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 local educational agency (LEA) that are being realized under the state’s Local Control Funding Formula (LCFF).

The 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. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Beckman Elementary school for meeting ESSA’s planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made inform the SPSA development process.

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# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

To effectively meet the requirements of the Every Student Succeeds Act (ESSA) in alignment with our Local Control and Accountability Plan (LCAP) and other federal, state, and local programs, our school has developed a comprehensive strategy centered around the goals outlined in our LCAP, particularly focusing on LUSD LCAP Goals #1, #2, and #3:

**Goal #1: Access to Standards-Based Curriculum, Well-Trained Teachers, and Well-Maintained Facilities**

To achieve this goal, our school ensures that all students have access to a standards-based curriculum aligned with state standards. Teachers receive ongoing professional development to stay highly qualified in their subject areas.

**Strategies to Address Goal #1 for ESSA Compliance:**

Regularly review and align curriculum with state standards.

Provide targeted professional development opportunities for teachers to enhance their instructional practices..

**Goal #2: Student Growth in English Language Arts (ELA) and Math; Progress for English Learners (ELs) in English Proficiency**

Our school focuses on supporting all students, including English learners, to demonstrate growth in core subjects such as ELA and Math. We specifically address the needs of English learners to ensure progress in English language proficiency alongside academic achievement.

**Strategies to Address Goal #2 for ESSA Compliance:**

Implement data-driven instructional practices to monitor student progress in ELA and Math.

Provide targeted interventions and support for English learners to develop English language skills alongside academic content mastery.

**Goal #3: Safe and Connected School Environment**

We prioritize creating a safe and welcoming school environment where students and families feel connected and supported. This goal is assessed through climate surveys, attendance records, and behavioral data.

**Strategies to Address Goal #3 for ESSA Compliance:**

Conduct regular climate surveys to gather feedback from students, families, and staff.

Analyze attendance and behavioral data to identify trends and implement interventions as needed.

Offer family engagement activities and resources to foster stronger connections between school and home.

By aligning our efforts with these LCAP goals, our school's plan effectively integrates ESSA requirements with a focus on academic achievement, equitable access, and a positive school climate. This comprehensive approach ensures that all students receive a high-quality education and support to thrive academically and socially.

## Educational Partner Involvement

How, when, and with whom did your Beckman Elementary 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

**Identification of Stakeholders:** The key stakeholders who are involved in the development and review of the School Plan for Student Achievement (SPSA) include:

Parents/guardians

Students

School faculty and staff -

Advisory committees (e.g., English Learner Advisory committee), on 3 /11 at 8:15 AM

**Communication Plan:** A comprehensive communication plan developed to inform all stakeholders about the SPSA development and review process includes:

Communication channels (DOJO, Smore's Bulletins)

Meeting schedules and agendas - Posted on DOJO for each meeting

Opportunities for feedback and input via DOJO and S'more's Bulletins

**Consultation Meetings:** Consultation meetings scheduled to gather input from various stakeholder groups include:

Faculty and staff meetings 3/3, 4/24 at 2:30 PM

**Data Review and Analysis:** Relevant data, including student achievement data, demographic information, and stakeholder feedback, are collected and analyzed to inform the development and review of the SPSA.

**Collaborative Planning Sessions:** Collaborative planning sessions are held with representatives from different stakeholder groups to develop and review the SPSA involve:

Brainstorming and idea generation 2/22 at 2:30

Goal setting and action planning - 3/11 (School Site Council), 4/17(Leadership), and 4/24(Staff)

Reviewing progress towards goals from previous years

Feedback and Revision: Drafts of the SPSA are shared with stakeholders for feedback and revision. This feedback is carefully considered, and revisions are made as necessary to ensure the plan reflects the needs and priorities of the school community.

Approval Process: The finalized SPSA is presented to relevant stakeholders for approval. This includes:

School site council - School Site Council at 5/1 at 2:30 PM.

Annual Review and Update: The SPSA is reviewed and updated annually to reflect changes in student needs, school priorities, and external factors. This process involves:

Data analysis

Stakeholder consultation

Revision of goals and action plans

Ongoing Communication: Throughout the year, ongoing communication and engagement with stakeholders ensure that they remain informed about the progress of the SPSA and have opportunities to provide input and feedback.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

Referring to the California School Dashboard, any state indicators for which overall performance was in the “Red” or “Orange” performance category are;

English Learner Progress - Orange

English Language Arts - Orange

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Referring to the California School Dashboard (Dashboard), there were no state indicators for which performance for any student group was two or more performance levels below the “all student” performance.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Language Arts

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Beckman Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students. The goal is to achieve a 5% increase in proficiency on the following universal measures in English Language Arts:

K-2 DIBELS Assessment

2nd-6th Grade Reading Inventory (RI)

3rd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in ELA that need improvement based on a review of the California School Dashboard and local data. The ELA indicator was not met for the 2023-2024 school year. Our overall performance was low. In addition, we have identified notable performance gaps among English Language Learners, Students with Disabilities, Hispanics, and Socioeconomically Disadvantaged Students on the CA Dashboard.

To address these identified needs comprehensively, a multi-tiered approach involving targeted interventions, curriculum enhancements, professional development, and community engagement initiatives will be implemented. as described in the Goals, Strategies/Activities, and Expenditures in this SPSA.

This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd - 6th CAASPP ELA Assessment

The 2023 California Dashboard: ELA

The 2023-2024 2nd-6th iReady MOY ELA Assessment

The 2023-2024 K-2 MOY DIBELS Assessment

The 2023-2024 2-6 MOY Reading Inventory (RI) Assessment

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                            | Baseline/Actual Outcome   | Expected Outcome  |
|---|---|---|
| K-2 DIBELS Assessment                       | During the 2023-2024 school year, 31% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment. | During the 2024-2025 school year, 36% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment. |
| 2023 California Dashboard: ELA              | All Students were orange on the 2023 California Dashboard. This was 67 points below standard.   | All Students will be yellow on the 2024 California Dashboard.   |
| 2023-2024 2nd-6th iReady MOY ELA Assessment | During the 2023-2024 school year, 22% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.       | During the 2024-2025 school year, 27% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.        |
| 3rd-6th Grade CAASPP English Language Arts  | During the 2022-2023 school year, 23% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.                                  | During the 2023-2024 school year, 28% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.                                  |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description   | Students to be Served | Proposed Expenditures  |
|---------------------|---|-----------------------|--|
| 1.1                 | <p>District ELA TOSA will play a pivotal role in advancing initiatives for K-3 early reading, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based early reading strategies. Serving as an intervention teacher and resource, the ELA TOSA will enhance early literacy instruction to improve literacy outcomes for K-3 students.</p> <p>Modeling Lessons and Small Group Instruction:</p> <ul style="list-style-type: none"> <li>* Available to model or co-teach SIPPS or Amplify lessons.</li> <li>* Support teachers in delivering effective lessons.</li> <li>* Provide flexible, short-term small group instruction</li> </ul> <p>Collaboration/Scheduling/Planning:</p> <ul style="list-style-type: none"> <li>* Work with site administrators to give input on professional development based on needs.</li> <li>* Work with the site principal to develop schedules for interventions, CORE visits, and data conferences.</li> <li>* Maintain consistent communication and interaction with administrators.</li> </ul> <p>Assessment Support:</p> <ul style="list-style-type: none"> <li>* Assist in DIBELS and SIPPS testing as needed.</li> <li>* Progress monitor own intervention students every 3 to 6 weeks.</li> <li>* Provide assistance to teachers with testing timelines.</li> </ul> | All Students          | 0<br>Central Title I<br>1900 Other Cert Salaries<br>District Funded ELA TOSA |

|                   |   |                     |   |
|-------------------|---|---------------------|---|
| <p><b>1.2</b></p> | <p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> <li>* Analyze universal screeners and state/local data to identify trends and areas for improvement.</li> <li>* Collaborate, plan, and respond with best practices.</li> <li>* Foster collaboration among teachers to develop targeted intervention strategies.</li> <li>* Tailor instructional practices based on data insights to address diverse student needs.</li> <li>* Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</li> <li>* Use Data Collection Sheets to track individual student progress.</li> <li>* Evaluate intervention effectiveness and instructional strategies for continuous improvement.</li> </ul> | <p>All Students</p> | <p>15,925<br/>Title I<br/>1150 Teacher Sub<br/>Subs for MTSS Data<br/>Conferences<br/>3,982<br/>Title I<br/>3000 Benefits<br/>Sub Benefits</p>  |
| <p><b>1.3</b></p> | <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p> <p>Classroom Books<br/>Access to Resources: Increase the availability of reading materials, providing students with more options to explore various subjects and interests.</p>  | <p>All Students</p> | <p>26,721<br/>Title I<br/>4300 Materials<br/>List AVID Supplies: Paper, binder, highlighters, folders, index cards, pencils, pens, crayons, markers, construction paper, glue sticks, pencil pouches, index dividers, scissors, erasers, manila folders, post-its, organizers for AVID materials (AVID lessons include successful student, college presentations, etc. these lessons require varying art supplies including but not limited to the items above)<br/>7,000<br/>Title I<br/>4200 Books<br/>Supplemental Classroom<br/>Books</p> |
| <p><b>1.4</b></p> | <p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District ELA Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>* Cores</li> <li>* iReady</li> </ul> <p>Site ELA Based Initiative Professional Developments Include:</p> <ul style="list-style-type: none"> <li>*PLC's</li> <li>*Science of Reading</li> <li>*Vertical Articulation</li> <li>*AVID</li> </ul>  | <p>All Students</p> | <p>0<br/>Title I<br/><br/>See PD 5.1 for Funding Allocation</p>   |



|                   |  |                     |  |
|-------------------|--|---------------------|--|
| <p><b>1.5</b></p> | <p>Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSAs</p> <p>Student Support:<br/>Provide targeted assistance to K-6 students who need extra help with literacy skills, such as reading and writing.</p> <p>Collaboration with ELA TOSAs:<br/>Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives. Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSAs' expertise and district goals.</p> <p>Data Analysis and Progress Monitoring:<br/>Use data to identify students who require literacy support and track their progress over time. Share student progress data with ELA TOSAs to inform instructional planning and intervention strategies.</p> <p>Professional Development:<br/>Participate in professional development opportunities provided by the district to enhance literacy instruction skills. Collaborate with TOSAs to implement best practices in literacy instruction and intervention strategies.</p> | <p>All Students</p> | <p>78,480<br/>Title I<br/>1900 Other Cert Salaries<br/>Site Based Intervention Teacher<br/>31,264<br/>Title I<br/>3000 Benefits<br/>Intervention Teacher Salary</p>                          |
| <p><b>1.6</b></p> | <p>Grant Funded Literacy Teacher</p> <p>As a school literacy grant-funded teacher, the primary responsibility is to implement literacy programs and interventions funded by the grant within the school. This includes designing and delivering targeted instruction to improve reading and writing skills among students. They will collaborate with other teachers and literacy specialists to assess student needs, develop curriculum, and monitor progress. Additionally, they may be involved in organizing professional development opportunities for staff to enhance their literacy instruction skills. Their role also involves collecting data and reporting on the effectiveness of the literacy programs to ensure compliance with grant requirements and to inform future initiatives.</p>   | <p>All Students</p> | <p>0<br/><br/>1900 Other Cert Salaries<br/>Grant Funded</p>  |
| <p><b>1.7</b></p> | <p>After-School Interventions for ELA</p> <p>Certificated and Classified staff to provide targeted academic support and enrichment activities that foster students' language proficiency, reading comprehension, writing skills, and overall literacy development. These interventions aim to address specific learning needs identified during regular school hours, ensuring that all students have equitable access to resources and strategies that promote academic success in ELA.</p>   | <p>All Students</p> | <p>4,000<br/>Title I<br/>1120 Teacher Temp<br/>Teacher Timecard<br/>Before/After School<br/>Intervention<br/>999<br/>Title I<br/>3000 Benefits<br/>Benefits for Time Carded<br/>Teachers</p> |

## 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 left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

| Metric/Indicator                            | Expected Outcomes   | Actual Outcomes   |
|---|---|---|
| K-2 DIBELS assessment                       | 27.7% of students K-2 will demonstrate proficiency early reading skills as measured by the 5% increase from the MOY DIBELS baseline for the 22-23 school year.                          | 36% of students K-2 demonstrated proficiency as measured by from the MOY DIBELS baseline of the 22-23 to the 23-24 school year. |
| 2nd-6th Grade Reading Inventory (RI)        | 36% which is a 5% increase in proficiency on the Reading Inventory by MOY 23-24 from MOY 22-23.   | 30% of students increased in proficiency on the Reading Inventory by MOY 23-24.   |
| 3rd-6th Grade ELA iReady Universal Screener | 50% of students will be considered proficient and above on the ELA iReady screener which indicates an increase on our ELA iReady Universal Screener for MOY 23-24 from MOY 22.23 of 5%. | 27% of students were considered proficient and above on the ELA iReady screener which meant the goal was not met.               |
| 3rd-6th Grade CAASPP English Language Arts  | 19% of 3rd-6th grade students will be score at the Proficient or Advanced levels in English Language Arts, a 5% increase from the previous school year.                                 | 23% of 3rd-6th grade students scored at the Proficient or Advanced levels in ELA, a 4% increase from the previous school year.  |

### Analysis

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

Our goals were effective, but we missed our growth targets according to the RI missing our target by 6%. We also missed our CAASPP target by 1%. Our iReady data tracking changed as our initial target included basic students and our actual outcome did not.

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

The allocated amount was increased to meet the AVID supply needs. For study trips, this allocation was reduced by \$2,000 as we received funds through an alternate source. Also, for intervention the allocation was reduced as funds were not being utilized. In addition, we had district funded Jump Into Math. An additional goal added to purchase additional SIPPS Challenge for upper grades and Sondag for our tier 3 intervention.

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 are adding an action to reflect our new tier 3 grant funded intervention teacher.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Mathematics

Through the continuous implementation of the Multi-Tiered System of Support (MTSS), Beckman Elementary School aims to enhance academic and social-emotional instruction. Our approach is centered on the use of common and reliable data, ensuring a culturally responsive, strength-based, and differentiated learning experience for all students.

The goal is to achieve a 5% increase in proficiency on the following universal measures in Mathematics:

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

This targeted improvement will contribute to the overall academic growth and success of our students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the needs assessment, we have identified the following areas in Math that need improvement based on a review of the California School Dashboard and local data. The Math indicators not met for the 2023-2024 school year are iReady math diagnostic. Our goal was 21% and we made 20% growth. In addition, we have identified notable performance gaps among students with disabilities whom are orange on the CA Dashboard.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups. This goal is based on disaggregated data from the following sources:

The 2022-2023 3rd-6th CAASPP Math Assessment

The 2023 California Dashboard: Mathematics

The 2023-2024 K-6th grade iREady MOY Mathematics Assessment

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                 | Baseline/Actual Outcome   | Expected Outcome  |
|----------------------------------|---|---|
| 3rd-6th Grade CAASPP Math        | During the 2022-23 school year, 17.4% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.<br>Grade 3- 24.47%<br>Grade 4- 16.5%<br>Grade 5- 11.65%<br>Grade 6- 14% | During the 2023-24 school year, 22.4% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math.<br>Grade 3- 29.47%<br>Grade 4- 21.5%<br>Grade 5- 16.65%<br>Grade 6- 19% |
| K-6th iReady MOY Math Assessment | During the 2023-24 school year, 21% of K-6th grade students performed at or   | During the 2024-25 school year, 26% of K-6th grade students will perform at   |

|                            |  |  |
|----------------------------|--|--|
|                            | <p>above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K-23%<br/>Grade 1- 15%<br/>Grade 2- 13%<br/>Grade 3- 19%<br/>Grade 4- 22%<br/>Grade 5- 22%<br/>Grade 6- 30%</p>             | <p>or above on the Middle of the Year (MOY) iReady Universal Screener in Math.</p> <p>Grade K-28%<br/>Grade 1- 20%<br/>Grade 2- 18%<br/>Grade 3- 24%<br/>Grade 4- 27%<br/>Grade 5- 27%<br/>Grade 6- 35%</p>      |
| California Dashboard: Math | <p>The ALL student group as demonstrated on the 2023 CA Dashboard report scored 74.5 points below standard.</p> <p>The performance color for the ALL student group is not indicated in 2022 but was overall low.</p> | <p>The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 3 points towards standard.</p> <p>The performance color for the ALL student group will move from orange to yellow.</p> |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description  | Students to be Served | Proposed Expenditures   |
|-------------------------|--|-----------------------|---|
| 1.1                     | <p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <p>Analyze universal screeners and state/local data to identify trends and areas for improvement.<br/>Collaborate, plan, and respond with best practices.<br/>Foster collaboration among teachers to develop targeted intervention strategies.<br/>Tailor instructional practices based on data insights to address diverse student needs.<br/>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.<br/>Use Data Collection Sheets to track individual student progress.<br/>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p> | All Students          | <p>0<br/>Title I<br/>1150 Teacher Sub<br/>Subs for MTSS Data<br/>Conferences- See ELA Goal<br/>1.2<br/>0<br/>Title I<br/>3000 Benefits<br/>Sub Benefits- See ELA Goal<br/>1.2</p> |
| 1.2                     | <p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p>   | All Students          | <p>0<br/>Title I<br/>4300 Materials<br/>AVID Supplies- See ELA Goal<br/>1.3</p>   |

|                   |  |                     |  |
|-------------------|--|---------------------|--|
| <p><b>1.3</b></p> | <p>District Math TOSA will play a pivotal role in advancing initiatives for grades K-6 Mathematics instruction, tailored for our diverse student population. Collaborating with teachers, site administrators, and district leadership, they will provide specialized expertise, support, and guidance in implementing evidence-based mathematics instructional strategies &amp; intervention support. Serving as an intervention teacher and resource, the Math TOSA will enhance mathematics instruction to improve mathematics outcomes for K-6 students with an emphasis in grades 3-6.</p> <p>Modeling Lessons and Small Group Instruction:<br/>Available to model or co-teach i-Ready Ready Math lessons.<br/>Support teachers in delivering effective lessons.<br/>Provide flexible, short-term small group instruction<br/>Collaboration/Scheduling/Planning:<br/>Work with site administrators to give input on professional development based on needs.<br/>Work with the site principal to develop schedules for interventions, iReady consultant visits, and data conferences.<br/>Maintain consistent communication and interaction with administrators.<br/>Assessment Support:<br/>Assist in iReady assessment BOY/MOY/EOY assessments as needed.<br/>Progress monitor own intervention students every 3 to 6 weeks.<br/>Provide assistance to teachers with testing timelines.</p> | <p>All Students</p> | <p>Central Title I<br/>1900 Other Cert Salaries<br/>District Math TOSA</p> |
| <p><b>1.4</b></p> | <p>.Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Math Initiative Professional Developments Include:<br/>* iReady Math Data Days<br/>Site Math Based Initiative Professional Developments Include:<br/>*Site-based Lodi Math Network<br/>*PLCs<br/>*Vertical Articulation<br/>*AVID</p>   | <p>All Students</p> | <p>0<br/>Title I<br/><br/>See PD 5.1 for Funding Allocation</p>            |

## 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 left blank and completed at the end of the year after the plan has been executed.

**Annual Measurable Outcomes**

| Metric/Indicator   | Expected Outcomes   | Actual Outcomes   |
|--|---|---|
| California Assessment of Student Performance and Progress (CAASPP) Results | By Spring 2024, 17% of Beckman students will meet or exceed standards for math.   | By Spring 2024, 17.4% of our students met or exceeded standards for math.                   |
| iReady Math  | 21% of Beckman students will be on grade level or above, a 5% increase from the 2023 MOY to the 2024 MOY iReady assessment. | 20% of Beckman students were on grade level and above from the 23 MOY to 24 MOY assessment. |

**Analysis**

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

Overall our goals were effective although we missed our iReady math target by 1%.

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

Our only major difference was a reallocation of funds budgeted to after school intervention. Unfortunately, we have been unable to secure staff to successfully implement this 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.

No changes will be made, but goals will be condensed to better implement SPSA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### English Learners

By December 2024, with an implementation of Multi-Tiered System of Support (MTSS), Beckman Elementary School's English Learners will show a 5% increase in progress toward English proficiency as measured by the following by the English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #2 -All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, English Learner growth and achievement emerged as an area for improvement. Specifically, we have identified our students who have decreased on the ELPI by one band as our area of opportunity. To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes for English Learners.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator  | Baseline/Actual Outcome   | Expected Outcome   |
|---|---|--|
| English Learner Progress Indicator reported by the California Dashboard | 45.8 % making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard. | 50.8% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard. |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description  | Students to be Served | Proposed Expenditures   |
|---------------------|--|-----------------------|---|
| 1.1                 | MTSS Data Conferences and Analysis<br><br>Provide release time for teachers to:<br>Analyze universal screeners and state/local data to identify trends and areas for improvement.<br>Collaborate, plan, and respond with best practices. | English Learners      | 0<br>Title I<br>1150 Teacher Sub<br>Subs for MTSS Data<br>Conferences- See ELA Goal<br>1.2<br>0 |

|     |   |                  |          |  |
|-----|---|------------------|----------|--|
|     | <p>Foster collaboration among teachers to develop targeted intervention strategies.</p> <p>Tailor instructional practices based on data insights to address diverse student needs.</p> <p>Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child.</p> <p>Use Data Collection Sheets to track individual student progress.</p> <p>Evaluate intervention effectiveness and instructional strategies for continuous improvement.</p>                      |                  |          | <p>Title I</p> <p>3000 Benefits</p> <p>Sub Benefits- See ELA Goal 1.2</p>            |
| 1.2 | <p>Supplemental Materials and Resources: Books, Duplicating, Software Licenses, AVID Supplies</p> <p>Ensure students have access to supplemental books, duplicating services, and software licenses to support instruction aligned with Common Core standards and interventions.</p> <p>AVID Supplies: Teachers will implement the organizational component of AVID to support all learners. All K-6 classrooms will utilize Advancement Via Individual Determination (AVID) WICOR strategies to standardize Tier 1 high-quality first instruction.</p> | English Learners | Language | <p>0</p> <p>Title I</p> <p>4300 Materials</p> <p>AVID Supplies- See ELA Goal 1.3</p> |
| 1.3 | <p>District ELD Coach Support -</p> <p>Teachers will work with District ELD Coach to ensure they are using research- based strategies to support their English Language Learners. The principal will invite the District ELD Coach to present at staff meetings to support implementation of research- based strategies and allow teachers to collaborate regarding how to best support English Language Learners.</p>  | English Learners |          | <p>0</p> <p>Title II</p> <p>1900 Other Cert Salaries</p> <p>District ELD Coach</p>   |

## 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 left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes   |
|---|---|---|
| English Learner Progress Indicator reported by the California Dashboard | 58 % making progress towards English language proficiency as demonstrated by the 2023 CA Dashboard. | 45.8% are making progress toward English language proficiency based on the 2023 California Dashboard. |



# Analysis

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

Overall our implementation was not robust enough to reach our intended growth target. Our area of opportunity will be more strategic instruction during our designated ELD time.

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

There were no 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.

We will be utilizing our district ELD coach to support more targeted work with our ELL's as well as looking at overall academic performance of second language learners as opposed to more intensive focus on reclassification.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Parent Involvement

Strengthen parent involvement by implementing a structured communication plan that fosters regular updates, provides opportunities for parent-teacher collaboration, and encourages active participation in activities and decision making processes.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal #3- All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Areas of improvement involve parent involvement opportunities that incorporate increased understanding of the importance of good attendance and early literacy.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator                 | Baseline/Actual Outcome  | Expected Outcome  |
|----------------------------------|--|---|
| Parent Involvement Opportunities | Beckman had 7 parent involvement activities school wide for parents to volunteer on campus. Our goal is to increase that by 50%. | 10 parent involvement activities will be offered through out the school year school wide. |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description   | Students to be Served | Proposed Expenditures  |
|---------------------|---|-----------------------|--|
| 1.1                 | <p>School-Community Organized Events/Activities</p> <p>Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.</p> <p>Attending the California Association of Bilingual Education (CABE) as a parent leader for a school site offers invaluable insights into bilingual education policies, practices, and resources. It equips parent</p> | All Students          | <p>500.00<br/>Title I: Parent Involvement<br/>4325 Food For Meetings</p> <p>1500.00<br/>Title I: Parent Involvement<br/>5220 Conference</p> <p>452.00<br/>Title I: Parent Involvement<br/>4300 Materials</p> |

|     |  |              |  |
|-----|--|--------------|--|
|     | leaders with knowledge to advocate effectively for language programs that benefit their children and the broader school community. Participation in CABE fosters collaboration, empowers parents with informed decision-making abilities, and ultimately enhances educational outcomes for bilingual learners.   |              |  |
| 1.2 | <p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p> | All Students | <p>600</p> <p>Title I: Parent Involvement<br/>5715 Print Shop<br/>To purchase posters/flyers and resources in home languages<br/>1000</p> <p>Title I: Parent Involvement<br/>2120 Para Temp<br/>To timecard for translations at events<br/>400</p> <p>Title I: Parent Involvement<br/>3000 Benefits<br/>Benefits</p> |

# 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 left blank and completed at the end of the year after the plan has been executed.

## Annual Measurable Outcomes

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes  |
|---|---|--|
| The number of parent involvement activities at Beckman. | Beckman will have at minimum six parent involvement opportunities at Beckman. | Beckman exceeded this number with at minimum 7 parent involvement opportunities. |

## Analysis

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

This action was implemented as planned and parent feedback has been positive. Our events have been well attended and we had an increase in parent involvement opportunities. We met and exceeded the goal of incorporating two new events or workshops.

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

Our action to send a parent to CABE was adjusted to instead purchase a program from the Latino Literacy Project. Our stakeholders have expressed excitement to incorporate the library for parent support in reading to their children.

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.

Our actions will continue as in previous years.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Professional & Educational Development

To increase student success metrics for academic proficiency levels, behavior incidents, and social-emotional well-being assessments by 5% compared to baseline data from the previous academic year, Beckman Elementary will provide comprehensive training and professional development opportunities for all staff members, including the school community, to ensure they are equipped with the knowledge and skills necessary to effectively implement and support the MTSS framework.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LUSD LCAP GOALS:

All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and Math and English learners (ELs) will demonstrate progress in developing English language proficiency.

All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified Math and English Language Arts and notable performance gaps among student groups on Dashboard indicators such as English Language Learners, Hispanic students, and students with disabilities.

To address these concerns, we have implemented several strategic steps. These include a multi-tiered systems of support aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome  |
|---|--|---|
| All teachers will incorporate SIPPS K-6, daily fluency practice and small groups for math utilizing the iReady district curriculum. | 13 out of 26 Certificated teachers are currently utilizing all instructional practices | 26/26 Certificated Teachers will utilize the instructional practices. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/<br>Activity # | Description   | Students to be Served | Proposed Expenditures  |
|-------------------------|---|-----------------------|--|
| 1.1                     | <p>Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.</p> <p>District Initiative Professional Developments Include:<br/>           * CORES<br/>           * i-Ready<br/>           * AVID</p> <p>Site Based Initiative Professional Developments Include:<br/>           * Lodi Math Network Site-based grades K-3<br/>           *Professional Learning Institute (PLC's)</p>  | All                   | <p>11,000<br/>           Title I<br/>           5220 Conference<br/>           Funds to send teachers to conferences and provide site-based professional development and coaching support.<br/>           9,000<br/>           Title I<br/>           5800 Prof and Operating/Consultants<br/>           Lodi Math Network</p> |
| 1.2                     | <p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:<br/>           Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.<br/>           Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.<br/>           Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.<br/>           Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.<br/>           Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.<br/>           Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> | All                   | <p>5,600<br/>           Title I<br/>           1120 Teacher Temp<br/>           Time cards for ongoing collaboration as part of the MTSS framework.<br/>           1,394<br/>           Title I<br/>           3000 Benefits<br/>           Benefits for teachers</p>  |

|                   |  |            |   |
|-------------------|--|------------|---|
|                   | <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>   |            |   |
| <p><b>1.3</b></p> | <p>Educational Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student</p> | <p>All</p> | <p>4,000<br/>Title I<br/>5800 Prof and<br/>Operating/Consultants<br/>Assemblies</p> |

|     |  |     |   |
|-----|--|-----|---|
|     | <p>achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p>  |     |   |
| 1.4 | <p>Study Trips Supplementing Grade-Level Core Curriculum:</p> <p>Study trips to supplement grade-level core curriculum is to provide students with experiential learning opportunities that deepen their understanding of academic concepts and enrich their educational experiences. The following activities outline the framework for these study trips:</p> <p>Pre-Trip Preparation: Educators plan and prepare students for the study trip by aligning the objectives with grade-level core curriculum standards.</p> <p>Curriculum Integration: Study trips will be carefully designed to integrate with the core curriculum of each grade level.</p> <p>Hands-On Learning Experiences: Students will engage in hands-on activities, experiments, or demonstrations during the trip that complement classroom learning.</p> <p>Guided Exploration: Educators will facilitate guided exploration of the study trip location, pointing out relevant connections to classroom topics and encouraging students to make observations and ask questions.</p> <p>Interdisciplinary Connections: Study trips may incorporate interdisciplinary connections by exploring how different subject areas intersect in real-life settings.</p> <p>Reflective Activities: After the trip, students will participate in reflective activities such as journaling, group discussions, or presentations to process their experiences and make connections to the core curriculum.</p> <p>Skill Development: Study trips will provide opportunities for students to develop essential skills such as critical thinking, communication, collaboration, and problem-solving in authentic settings.</p> <p>Follow-Up Learning: Educators will incorporate follow-up activities and assessments back in the classroom to reinforce learning from the study trip and assess its impact on student understanding and retention of core curriculum concepts.</p> | ALL | <p>11,000<br/>Title I<br/>5872 Field Trips<br/>The purchase of tickets, registration fees for study trips, Charter Busses<br/>1,000<br/>Title I<br/>5712 Transportation<br/>District Transportation</p> |

## 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 left blank and completed at the end of the year after the plan has been executed.

**Annual Measurable Outcomes**

| Metric/Indicator  | Expected Outcomes   | Actual Outcomes  |
|---|---|--|
| Staff meeting agendas and sign-in sheets/digital attendance printouts | 26/26 teachers will begin utilizing the MTSS framework, SEL curriculum, SIPPS K-3, and K-6 iReady math. | 26/26 teachers began utilizing the MTSS framework, SIPPS K-3 and K-6 iReady math. All teachers did not utilize the SEL curriculum. |

**Analysis**

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

Overall, our goal was met with the exception of the social-emotional learning curriculum. Panorama training was incorporated to learn how to use the playbook feature to pull lessons and activities based on data. However, additional training was not provided in the Paths curriculum.

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

There were additional funds added to support additional teachers taking part in staff development.

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.

Stakeholder feedback was to choose a program to strategically incorporate more efficiently. Panorama was chosen and the surveys were given at 100%.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Social-Emotional Behavioral

Beckman will increase its tiered supports to strengthen social-emotional and behavioral interventions, ensuring a more comprehensive and effective system for addressing student needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP GOAL 3 - All students and families will feel safe and connected at school as measured by climate surveys, attendance data and behavioral data.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a comprehensive review of the needs assessments (chronic absenteeism and suspension rate) and state and local data, there are several areas that emerged that require significant improvement. Specifically, we have identified notable performance gaps among chronic absenteeism on the CA Dashboard. To address these concerns, we have implemented several strategic steps. These include a multi-tiered system of supports aimed at closing these performance gaps and improving outcomes across all student groups.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator  | Baseline/Actual Outcome  | Expected Outcome   |
|---|--|--|
| CA Dashboard - Chronic Absenteeism  | ALL Student Group is yellow at 36%. Which is an decrease of 14.9 points.                       | Our goal will be to be to achieve green for the 2023-2024 School Year                          |
| CA Dashboard - Suspension Rate  | ALL Student Group is green at 2.1%. Which is an decrease of 2 points.                          | Our goal is to maintain our green ELPI for suspensions.  |
| Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity | 2023-2024 Local Data:<br>Tier 1 TFI Score 97%<br>Tier 2 TIF Score 100%<br>Tier 2 TIF Score 97% | 2024-2025 Local Data:<br>Tier 1 TFI Score 97%<br>Tier 2 TIF Score 100%<br>Tier 2 TIF Score 97% |
| PBIS Recognition  | Platinum for the 2023-2024 School Year   | Platinum for the 2024-2025 School Year   |
| Panorama Survey   | 41% of our students have self-efficacy.  | 46% will have self-efficacy according to the survey.   |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
|                     |             |                       |                       |

|     |  |     |  |
|-----|--|-----|--|
| 1.1 | Professional Development Opportunities and Training to support the Multi-Tiered System of Supports (MTSS) framework to enhance student achievement and well-being across academic, behavioral, and social-emotional domains.   | All | 0<br><br>See Goal 5: PD for Funding Allocation |
| 1.2 | <p>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p><b>Leadership and Coordination:</b><br/>Lead the implementation of PBIS within the school. Coordinate efforts across the school community including administrators, teachers, staff, students, and families.<br/>Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives.</p> <p><b>Data Collection and Analysis:</b><br/>Collect and analyze behavior data to identify trends and areas of concern.<br/>Use data to make informed decisions about interventions and supports.<br/>Monitor the effectiveness of PBIS strategies and interventions over time.</p> <p><b>Developing and Implementing PBIS Systems:</b><br/>Establish clear behavioral expectations (behavioral matrix) for all areas of the school.<br/>Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs.<br/>Design and implement proactive strategies to prevent challenging behaviors.</p> <p><b>Training and Professional Development:</b><br/>Provide training to staff on PBIS principles, strategies, and practices.<br/>Support staff in implementing PBIS strategies in their classrooms and across the school environment.<br/>Collaborate with outside experts and resources to improve staff training.</p> <p><b>Supporting Staff and Students:</b><br/>Offer guidance and resources to teachers and staff for implementing behavior interventions.<br/>Provide direct support and guidance to students who require additional behavioral support.<br/>Foster a positive and inclusive school culture through PBIS initiatives.</p> <p><b>Family and Community Engagement:</b><br/>Involve families in PBIS activities and initiatives.<br/>Communicate PBIS principles and expectations to families and gather their input and support.<br/>Collaborate with community organizations</p> <p><b>Evaluation and Continuous Improvement:</b><br/>Regularly evaluate the effectiveness of PBIS practices and interventions.<br/>Use evaluation findings to make data-driven decisions and improvements to the PBIS framework.</p> | All | 0<br><br>See Goal 5: PD for Funding Allocation |

|                   |   |            |   |
|-------------------|---|------------|---|
|                   | <p>Ensure ongoing fidelity and sustainability of PBIS implementation.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>  |            |   |
| <p><b>1.3</b></p> | <p>Assemblies to support the school's curriculum and culture.</p> <p>The assemblies should include one or more of the following components;</p> <p>Real-World Connections: Educational assemblies often feature speakers or presentations that connect classroom lessons to real-world applications. This connection helps students understand the relevance of what they are learning and how it can be applied beyond the classroom.</p> <p>Community Building: Assemblies bring students, teachers, and sometimes parents together in a shared learning experience. They contribute to a sense of community within the school and promote positive relationships among attendees.</p> <p>Inspiration and Motivation: Guest speakers at assemblies can inspire students by sharing personal stories of success, perseverance, or overcoming challenges. Such stories can motivate students to work harder, set goals, and pursue their dreams.</p> <p>Addressing Important Topics: Assembly provides a platform to address critical issues such as bullying, mental health, diversity, and character development. They can facilitate open discussions and create awareness among students.</p> <p>Skill Development: Assemblies can be designed to focus on specific skills such as leadership, communication, or critical thinking. Workshops or interactive sessions during assemblies can help students develop these essential life skills.</p> <p>Celebration of Achievements: Assemblies can be used to recognize and celebrate student achievements, academic excellence, or extracurricular successes. This recognition boosts students' self-esteem and encourages them to excel.</p> <p>Positive Behavior Reinforcement: Assemblies can reinforce positive behavior and values through storytelling, role-playing, or interactive activities. They contribute to the overall positive culture of the school.</p> | <p>All</p> | <p>0</p> <p>See Goal 5: PD for Funding Allocation</p> |

## 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 left blank and completed at the end of the year after the plan has been executed.

**Annual Measurable Outcomes**

**Metric/Indicator**

**Expected Outcomes**

**Actual Outcomes**

**Analysis**

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

New Metric for the 2024-2025 School Year

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

New Metric for the 2024-2025 School Year

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.

New Metric for the 2024-2025 School Year

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Additional Targeted Instruction & Support (ATSI)

ATSI (2023-2024)

Beckman will improve on one or more indicators including suspension rates for our general student population moving from high to medium, and in English Language Arts and Math the educational outcomes of students with disabilities will mirror that of the general student population moving from very low to low or beyond.

Exited for the 2024-2025 School Year

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Identified Need for 2023-2024: CDE Dashboard Data for the 2022 school year indicated these areas of need.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|                  |                         |                  |

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|-------------|-----------------------|-----------------------|
|                     |             |                       |                       |

## 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 left blank and completed at the end of the year after the plan has been executed.

### Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

| Metric/Indicator                                   | Expected Outcomes  | Actual Outcomes  |
|--|--|--|
| Suspension Rate - Total Students                   | The indicator for suspension rate will move from high to medium or lower.                      | The indicator declined and moved to green.                     |
| English Language Arts - Students with Disabilities | The indicator for students with disabilities in ELA will move from very low to low or higher.  | The ELA indicator declined 8 points and moved to orange.       |
| Math - Students with Disabilities                  | The indicator for students with disabilities in Math will move from very low to low or higher. | The indicator for students with disabilities is now at orange. |

## Analysis

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

Overall, the strategies and activities implemented had a significant positive impact on behavioral outcomes, as evidenced by the successful reduction in suspensions through the PBIS program. The targeted support for students with disabilities showed success in improving math outcomes, but the decline in ELA performance indicates a need for a more effective approach in that area.

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

There were no 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.

Even though Beckman has exited ATSI, we will address the decline in ELA performance for the Student Group by:

Reevaluate and enhance the ELA support strategies for students with disabilities.

Conduct a detailed analysis to identify specific challenges in ELA and develop targeted interventions.

Continue to monitor and adjust PBIS and academic support programs to ensure ongoing effectiveness and address any emerging issues.

By focusing on these areas, the school can build on its successes and work towards achieving comprehensive improvement in both behavioral and academic outcomes for all students.



# Goals, Strategies, & Proposed Expenditures

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

## Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

### Budget Summary

| DESCRIPTION   | AMOUNT       |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$215,817.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$215,817.00 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$           |

### Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

| Federal Programs                    | Allocation (\$) |
|-------------------------------------|-----------------|
|                                     |                 |
| Title I                             | \$211,365.00    |
| Title II                            | \$0.00          |
| rCalc_TotbyFSGrpFederal_50_FundSrc} | \$              |

Subtotal of additional federal funds included for this school: \$211,365.00

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 (\$) |
|--|-----------------|
|  |                 |
|  | \$0.00          |
| Central Title I                        | \$0.00          |
| Title I: Parent Involvement            | \$4,452.00      |
| rCalc_TotbyFSGrpStateLocal_50_FundSrc} | \$              |

Subtotal of state or local funds included for this school: \$4,452.00

Total of federal, state, and/or local funds for this school: \$215,817.00

# 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 |
|----------------|--------|---------|
|----------------|--------|---------|

### Expenditures by Funding Source

| Funding Source              | Amount     |
|-----------------------------|------------|
|                             | 0.00       |
| Central Title I             | 0.00       |
| Title I                     | 211,365.00 |
| Title I: Parent Involvement | 4,452.00   |
| Title II                    | 0.00       |

### Expenditures by Budget Reference

| Budget Reference                    | Amount    |
|-------------------------------------|-----------|
|                                     | 0.00      |
| 1120 Teacher Temp                   | 9,600.00  |
| 1150 Teacher Sub                    | 15,925.00 |
| 1900 Other Cert Salaries            | 78,480.00 |
| 2120 Para Temp                      | 1,000.00  |
| 3000 Benefits                       | 38,039.00 |
| 4200 Books                          | 7,000.00  |
| 4300 Materials                      | 27,173.00 |
| 4325 Food For Meetings              | 500.00    |
| 5220 Conference                     | 12,500.00 |
| 5712 Transportation                 | 1,000.00  |
| 5715 Print Shop                     | 600.00    |
| 5800 Prof and Operating/Consultants | 13,000.00 |
| 5872 Field Trips                    | 11,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                    | Funding Source              | Amount    |
|-------------------------------------|-----------------------------|-----------|
|                                     |                             | 0.00      |
| 1900 Other Cert Salaries            |                             | 0.00      |
| 1900 Other Cert Salaries            | Central Title I             | 0.00      |
|                                     | Title I                     | 0.00      |
| 1120 Teacher Temp                   | Title I                     | 9,600.00  |
| 1150 Teacher Sub                    | Title I                     | 15,925.00 |
| 1900 Other Cert Salaries            | Title I                     | 78,480.00 |
| 3000 Benefits                       | Title I                     | 37,639.00 |
| 4200 Books                          | Title I                     | 7,000.00  |
| 4300 Materials                      | Title I                     | 26,721.00 |
| 5220 Conference                     | Title I                     | 11,000.00 |
| 5712 Transportation                 | Title I                     | 1,000.00  |
| 5800 Prof and Operating/Consultants | Title I                     | 13,000.00 |
| 5872 Field Trips                    | Title I                     | 11,000.00 |
| 2120 Para Temp                      | Title I: Parent Involvement | 1,000.00  |
| 3000 Benefits                       | Title I: Parent Involvement | 400.00    |
| 4300 Materials                      | Title I: Parent Involvement | 452.00    |
| 4325 Food For Meetings              | Title I: Parent Involvement | 500.00    |
| 5220 Conference                     | Title I: Parent Involvement | 1,500.00  |
| 5715 Print Shop                     | Title I: Parent Involvement | 600.00    |
| 1900 Other Cert Salaries            | Title II                    | 0.00      |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 168,371.00         |
| Goal 2      | 0.00               |

|        |           |
|--------|-----------|
| Goal 3 | 0.00      |
| Goal 4 | 4,452.00  |
| Goal 5 | 42,994.00 |
| Goal 6 | 0.00      |

# 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
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

| Name of Members  | Role                       |
|------------------|----------------------------|
| Gina Azevedo     | Principal                  |
| Jennifer Vasques | Classroom Teacher          |
| Janine Jacinto   | Classroom Teacher          |
| Aimee Ramsower   | Classroom Teacher          |
| Monse Bertolozzi | Other School Staff         |
| Briana Barrow    | Parent or Community Member |
| Michelle Millum  | Parent or Community Member |
| Brandy Stone     | Parent or Community Member |
| Jessika Werner   | Parent or Community Member |
| Rachel Briceno   | 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 5/1/2024.

Attested:



Principal, Gina Azevedo on 5/7/2024



SSC Chairperson, Jennifer Vasques on 5/8/2024