

School Year: **2022-23**

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.

School Name	Beckman Elementary
Address	2201 Scarborough Drive Lodi, CA 95240
County-District-School (CDS) Code	Lodi Unified
Principal	Gina Azevedo
District Name	Lodi Unified School District
SPSA Revision Date	5/13/2022
Schoolsite Council (SSC) Approval Date	4/26/2022
Local Board Approval Date	6/14/2022

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 09/21/2021. 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 4/26/2022 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: 2021-22

Goal 1

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%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress	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.	CAASPP Data update not available due to changes in the Title One approval timeline.
K-2 DIBELS	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.	By the MOY DIBELS assessment, Beckman met this goal with 32% proficiency K-2. That is a 6% increase by the middle of year.
3-6 SRI (Reading Inventory)	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.	This goal has not been met as of the MOY. We are currently at 39% proficiency.

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 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.	Services fully implemented	Intervention Teacher 1100 Teacher Title I 96,722 Teacher benefits 3000 Benefits Title I 36,959	Intervention 1100 Teacher Title I 96,722 Teacher benefits 3000 Benefits Title I 36,959
ELA 1.2 The addition of another full time Site Intervention Teacher for primary students not	Services fully implemented	Intervention Teacher 1100 Teacher LCFF 0	Intervention Teacher 1100 Teacher LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
meeting grade level standards in English Language Arts in grades K-2. Targeted intervention will be provided via SIPPS for students below grade level.			
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.	Services fully implemented	District Coaching LCFF 0	District Coaching LCFF 0
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.	Services fully implemented	Library Books 4200 Books Title I 6000	Library Books 4200 Books Title I 6000
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	Action partially implemented.	Substitutes 1150 Teacher Sub Title I 4000	Substitutes 1150 Teacher Sub Title I 4000
ELA 1.6 Collaborative time will be provided for teachers after school to review student data and plan targeted instructional strategies for students.	Action fully implemented.	Time Cards 1120 Teacher Temp Title I 3000	1120 Teacher Temp Title I 3000
ELA 1.7 SIPPs will be utilized for all students below grade level in third grade.	Action fully implemented.	SIPPS Intervention LCFF 0	SIPPS Intervention LCFF 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>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.</p>	<p>Action fully implemented.</p>	<p>Materials and Supplies 4300 Materials Title I 9242</p>	<p>Materials and Supplies 4300 Materials Title I 9242</p>
<p>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.</p>	<p>Action fully implemented.</p>	<p>Study Trips/On-site Enrichment 5872 Field Trips 0</p>	<p>Study Trips/On-site Enrichment 5872 Field Trips 0</p>
<p>ELA 1.10 A school wide license for a computer program Flocabulary as a supplemental resource for English Language Arts</p>	<p>Action fully implemented.</p>	<p>Digital Software License 5875 Technology Licenses Title I 2,600</p>	<p>Digital Software License 5875 Technology Licenses Title I 2,600</p>
<p>ELA 1.11 SIPPS supplemental materials will be purchased to support classroom implementation and additional small group support in SIPPS.</p>	<p>Action fully implemented.</p>	<p>SIPPS materials K-3 4300 Materials Title I 11,000</p>	<p>SIPPS materials 4300 Materials Title I 11,000</p>

Analysis

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

In English Language Arts, Beckman schools overall implementation of strategies or activities was successful because at this reporting time period, middle of year, Beckman school has implemented most of our actions/services at this reporting time. Since our Title 1 approval time line was changed. Beckman school is on target for meeting our end of year goals.

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

After analyzing the Beckman Data points, our sites plan was effective. While CAASPP data is currently unavailable, our DIBELS and Lexile data is being used to measure our overall effectiveness. Beckman students overall were 32% proficient on DIBELS. The End of Year goal was 30%. The 3-6 grade students were 39% proficient on the Reading Inventory which is on-track to meet our year end goal of 46% if our upward trend continues. However, full implementation of action 1.5, to provide substitutes during the day for teacher collaboration time, was a challenge as substitute teacher shortages were district wide. This left the site unable to secure substitute teachers for our last academic conference of the school year.

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

There were no material differences between the proposed and estimated actual expenditures as set by the 3,000 threshold established by Beckman.

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.

Many of our goals and actions will be continued through next year as they have proven successful this year. Additional actions will be added to support our movement to a school MTSS model with a focus on K-2 literacy, progress monitoring school-wide and more meaningful targeted instruction.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

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%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
California Assessment of Student Performance and Progress (CAASPP) Results	16% of students will demonstrate proficiency in math as measured by CAASPP results.	CAASPP Data update not available due to changes in the Title One approval timeline.
District Benchmark Assessments	23% of students will meet or exceed the standards as indicated by District Benchmark results.	Benchmark Data not available.
Dream box Software Usage	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.	We met this goal as the average weekly lessons completed increased to 6.5 lessons completed by the middle of year.

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 district standards via an outside tutoring service.	Service implemented as planned.	Outside agency math tutoring to target students close to meeting grade level standards. 5875 Technology Licenses Title I 22,000	Outside agency math tutoring to target students close to meeting grade level standards. 5875 Technology Licenses Title I 22,000
M 2.2 Math coaches will provide staff development on math strategies, programs, and differentiation to support math progress.	Service implemented as planned.	Math Coaching LCFF 0	Math Coaching LCFF 0
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,	Action implemented as planned.	Teacher Collaboration. See goal 1.6 for allotted amount. 1120 Teacher Temp Title I	Teacher Collaboration. See goal 1.6 for allotted amount. 1120 Teacher Temp Title I

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Dreambox progress reports, Think Central progress reports			
M 2.4 Materials will be purchased for hands on math practice.	Action implemented as planned.	Math manipulatives 4300 Materials Title I 2000	Math manipulatives 4300 Materials Title I 2000
M 2.5 Stem kits will be purchased school wide for increased student engagement and understanding of math concepts through hands on experiences.	Action implemented as planned	Stem kits 4300 Materials Title I 8051	Stem kits 4300 Materials Title I 8,000
M 2.6 A school-wide annual subscription for Generation Genius will be purchased for supplementary materials to support core math and science curriculum.	Action implemented as planned.	Generation Genius Annual School-wide Subscription 5875 Technology Licenses Title I 1800	Generation Genius Annual School-wide Subscription 5875 Technology Licenses Title I 1,800

Analysis

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

Overall all actions were implemented as planned to achieve the articulated goals. Math intervention was provided for the fourth quarter to target first, second, and sixth graders. In addition, coaches came and provided ongoing math coaching in differentiation during staff and leadership meetings. Collaboration time was offered and utilized by some teachers after school. Moving forward the hope is teacher participation would increase especially in light of the new curriculum next year.

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

While we were successful in the implementation of our actions for goal 2, I believe our goals were not as effective originally planned. Action 1, was a challenge to implement due to the steps necessary to get the program approved and funded. We have been able to offer it for fourth quarter but it has been a challenge to maintain enrollment. In addition, with goal 2.2 while we had coaching, additional support is needed. Additional time needs to be allotted for release time for teachers to collaborate and learn our new math adoption. Overall while all actions were implemented. Additional actions must be added to support this learning goal.

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

There were no material differences between the proposed and estimated actual expenditures according to the established Beckman threshold of \$3,000.

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 adding an additional actions to reflect our shift to an MTSS (multi-tiered system of supports). In addition, additional funds will be allotted for collaborative time as we implement a new math curriculum.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

By the end of the 2021-2022 school year, 6% 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	6% of Beckman English Learners will be reclassified as determined by reclassification criteria	End of year reclassification data not available due to changes in the Title One approval timeline.

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.	Bilingual Paraeducator timecard 2120 Para Temp Title I 949 Teacher timecard 1120 Teacher Temp Title I 1,000	Bilingual Para was timecarded to provide intervention prior to ELPAC testing 2120 Para Temp Title I 949 Teacher timecard 1120 Teacher Temp Title I 1000
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. While we have bilingual paraeducators scheduled in classes, attendance of support staff has been at times sporadic. In addition, one paraeducator was out due to an accident for part of the year and a substitute was unavailable.	Paraprofessionals LCFF	Paraprofessionals LCFF
EL 3.4 After/Before school intervention will be provided to our English	Action not implemented.	Teacher timecard for intervention	Teacher timecard for intervention 1120

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Learner students identified as highest need according to data.		1120 Teacher Temp Title I 2000	Teacher Temp Title I 2000
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	Action partially implemented. While collaborative time was allotted, teacher burnout meant even with the offer of compensation, not all teachers were willing to utilize additional collaborative time.	Paraeducator timecard for intervention 2120 Para Temp Title I 2000	Paraeducator timecard for intervention 2120 Para Temp Title I 2000
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	Action implemented as planned.	Teacher timecards. See goal 1.6 for funds allotted. 1120 Teacher Temp LCFF	Time Card 1120 Teacher Temp LCFF
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.	Centrally funded study trips/onsite assemblies. See goal 1.9 LCFF 0	Centrally funded study trips/onsite assemblies. See goal 1.9 LCFF 0
EL 3.8 Laptops were purchased for bilingual paraeducators to use to provide services to students.	Action implemented as planned.	Print Shop 5715 Print Shop Title I 6246	Print Shop 5715 Print Shop Title I 6246
		Laptops purchased for bilingual paraeducators to use for testing and direct services to students. 4475 Technology (\$500-\$9,999) Title I 2600	Laptops purchased for bilingual paraeducators for use for testing and direct services to students. 4475 Technology (\$500-\$9,999) Title I 2,600

Analysis

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

Implementation of several actions went forward as planned. However, we were unable to offer targeted before/after school intervention for our highest ELL students as outlined in goal 3.4. EL action 3.5 was implemented, but due to shortages in staffing we were unable to hold our final academic conference of the school year for grade levels.

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

Our implementation was effective when actions could be implemented. However, we struggled with staff burnout to be able to offer much needed before/after school intervention.

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

There were no material differences that met the established threshold of \$3,000 for Beckman.

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 these goals moving forward as well as adding an action to have our intervention teacher provide small group targeted support to identified struggling English language learners. In addition, another action will be added to offer additional online language support via an additional online computer program.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The number of calendared events for the 2021-2022 school year.	Beckman will have nine family events/meetings throughout the 21-22 school year.	Beckman did not reach this goal as we only had 6 calendared events this school year.

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 ClassDOJO as well as newsletters/flyers in both English and Spanish advance	Action implemented as planned.	Paraeducators 2120 Para Temp Title I: Parent Involvement 375 3000 Benefits Title I: Parent Involvement 132	Paraeducators 2120 Para Temp LCFF 375 3000 Benefits
PI 4.2 Student Home to School planners will be purchased in order to maintain a daily communication with parents	Action fully implemented	Planners 5800 Prof and Operating/Consultants Title I: Parent Involvement 2,375 Planners 5800 Prof and Operating/Consultants Title I 6325.00	Planners 5800 Prof and Operating/Consultants Title I: Parent Involvement 2375 Planners 5800 Prof and Operating/Consultants Title I 6325
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.	Action not implemented. Due to Covid-19, we were limited in on-campus activities for the majority of the school year. It was difficult to plan events to involve parents virtually. Moving forward, campuses are opening, this should enable us to hold these events for parents.	Materials and Supplies 4300 Materials Title I: Parent Involvement 1187	Materials and Supplies 4300 Materials Title I: Parent Involvement 0

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 partially implemented. While we implemented Jump Into English, 15 parents did not complete the program. Only 3 went through every session.	Contracted Service LCFF	Contracted Service LCFF
PI 4.5 A community dental clinic will provide student dental services on site.	Action fully implemented.	Community based service 0	Community based service 0

Analysis

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

Implementation of many activities was fully implemented. However, action 4.3 was not fully implemented as we struggled to find ways to offer these events during the pandemic. It was difficult to plan events to involve parents virtually. Moving forward, campuses are opening, this should enable us to hold these events for parents. We have begun reopening the campus to families, and the hope is, with additional planning for next year we can implement.

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

Our overall effectiveness in implementation of these strategies was not strong. While we offered all communications and events in other languages, parent involvement continued to be low especially remotely. Our action 4.2 to purchase planners was our most successful and are implemented fully grades 1-6. Parent and teacher feedback is they are a necessity to ensure regular parent teacher communication. Goal 4.3 was our least effective. We did not hold events to support parent involvement in AVID, Math, and Literacy. This was partially due to our inability to have parents on-site most of the year, as well as lack of support staff to hold events. Goal 4.4 was implemented, but poor parent turnout resulted in less than 15 parents taking part. Goal 4.5 was fully implemented with positive feedback from all stakeholders.

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

There were no material differences that met the established threshold of \$3,000 between proposed and estimated actual expenditures.

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.

Several key changes will be made to this goal to impact its outcome beginning with a planned calendar of events with committees attached to ensure all events move forward as planned. An additional goal will be added to support this. In addition, our Open House and Back to School Night will have additional staff targeting technology support, parent involvement, and parent feedback regarding new programs at Beckman. While Jump Into English will continue as a resource to help parents, additional programs such as Parent Cafe will be solicited to provide improve parent involvement. An additional action will be written to reflect this change.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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, Self-care 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.	Teachers participated in professional development and reflection during 100% of 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 take part in book studies school-wide to focus on self care and teacher-student relationship building.	Action implemented as planned.	Book Study 4200 Books Title I 2000	Book Study 4200 Books Title I 2000
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.	Action implemented as planned.	Professional Development 5220 Conference Title I 10,808	Professional Development 5220 Conference Title I 10808

Analysis

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

Implementation of the strategies for the articulated goals moved forward as planned. We were able to provide regular professional development to staff. Teachers took part in time with coaches for math during staff meetings as well as a book study on Heart in teaching and a book study with a weekly focus for self care. We had support with via district funding to attend some exciting new professional development.

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

Overall, these actions were very effective with our school working with coaches and attending professional development conferences to improve best teaching practices. Teachers had weekly and monthly focuses on wellness and self-care and time was built into staff meetings for a book study on the the importance of relationship building and reflection. Teachers worked regularly with coaches to support math differentiation and SIPPS/small group ELA support. Our PBIS/AVID professional development while implemented was our weakest area of effectiveness. Additional targeting in these areas remains necessary.

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

There were no material differences between the proposed and estimated actual expenditures based on the \$3,000 threshold established at Beckman.

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.

Moving forward additional time and professional development will be focused on PBIS/AVID. While we regularly reviewed our implementation, we need a consistent teacher lead for AVID and for PBIS we want to expand our implementation to include student and parent involvement. In addition, an action will be added to support our transition to an MTSS cohort and support our school-wide focus on progress monitoring and targeted interventions.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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 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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism for special education students	Yellow	Updated Dashboard data is unavailable at this time.
Suspension Rate for special education students	Orange	Updated Dashboard data is unavailable at this time.

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ATSI 6.1 Professional Development of New Educators	Action not implemented. We were unable to coordinate services for official professional development although curriculum was used.	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 Family Outreach	Action implemented as planned.	Additional family outreach for counseling and home support for students identified as chronically absent 0	Additional family outreach for counseling and home support for students identified as chronically absent. 0

Analysis

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

Implementation of the activities outlined in the goal were a challenge as Covid continued to impact attendance. While the use of the SEL program Paths took place consistently, we were unable to get new staff trained. In addition, with current Covid-19 protocols, attendance overall declined. Students with chronic absenteeism were targeted via family outreach as outlined in our actions, but success was minimal.

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

Our effectiveness could not be determined via the California Dashboard as information has not been updated. However, implementation was not as successful as stakeholders would have hoped. While suspension rates overall declined, students with disabilities were impacted. In addition, the pandemic continued to impact attendance especially our

students identified as students chronically absent. Chronic absence rates increased. Additional outreach at the district level may be necessary moving forward to target our most chronically absent.

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

There were no material differences between the proposed expenditures and the estimated actual expenditures using the threshold of \$3,000 established at Beckman.

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.

Changes will be made to this goal to improve our outcomes moving forward. Additional professional development school-wide in the area of social-emotional learning will be added. In addition, we will be increasing our mental health services this next year. The plan is to utilize those hours to target our highest need population which includes our students with disabilities and students chronically absent.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Goal Statement-ELA:

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Beckman Elementary School will show a minimum 5% increase in proficiency on the following common diagnostic measures in English Language Arts:

K-2 DIBELS

22nd-6th Grade Reading Inventory (RI)

3rd-6th Grade CAASPP English Language Arts

3rd- 6th Grade ELA I-Ready Universal Screener

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

K-2 DIBELS assessment

2nd - 6th Grade Reading Inventory (RI)

3rd-6th Grade CAASPP English Language Arts

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
K-2 DIBELS assessment	2020-2021 DIBELS: 25% of K-2 students were proficient on DIBELS EOY assessment	30% of students K-2 will demonstrate proficiency early reading skills as measured by the 5% DIBELS baseline.
2nd-6th Grade Reading Inventory (RI)	32% of students demonstrated proficiency on the Reading Inventory on the MOY assessment.	A 5% increase in proficiency on the Reading Inventory by MOY 22-23.
3rd-6th Grade ELA iReady Universal Screener	No data available as first test administration will occur in Fall 2022.	A 5% increase from the beginning of the year iReady screener to the end of year iReady screener.
3rd-6th Grade CAASPP English Language Arts	Results of the 2020-21 CAASPP indicated 24% of students were scoring at the Proficient or Advanced levels in English Language Arts.	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/System 44 and SIPPS Plus for grades 4-6.

Students to be Served by this Strategy/Activity

Students who are below and far below grade level

Timeline

June 2022- June 2023

Person(s) Responsible

Principal, Intervention Teacher

Proposed Expenditures for this Strategy/Activity

Amount	98,109
Source	Title I
Budget Reference	1100 Teacher
Description	Intervention Teacher
Amount	38464
Source	Title I
Budget Reference	3000 Benefits
Description	Teacher benefits

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-3. Targeted intervention will be provided via SIPPS for students below grade level.

Add 1.0 FTE to our existing staff to support our K-3 students who need additional support with early reading skills- phonemic awareness, phonics, sight words, and language comprehension as measured by DIBELS or SIPPS Placement. The intervention teacher will work with small groups in a pull-out model.

The intervention teacher will support third grade with additional SIPPS instruction, Mclass Amplify intervention lessons, or language support. The students' progress will be monitored using SIPPS mastery and DIBELS progress monitoring tools.

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

June 2022-June 2023

Person(s) Responsible

Administration
Intervention Teacher
District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Budget Reference	1100 Teacher
Description	A district funded teacher for grades K-3.

Strategy/Activity 3

ELA 1.3 All K- 3 teachers will administer the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to all K-3 students three times a year to determine the students readiness to read.

Students to be Served by this Strategy/Activity

All students grades K-3

Timeline

August 2022-May 2023

Person(s) Responsible

Administrators
Teachers
District Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	DIBELS Implementation 3 times a year

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

August 2022-May2023

Person(s) Responsible

Administration
School Librarian
Teachers

Proposed Expenditures for this Strategy/Activity

Amount 5,000

Source Title I

Budget Reference 4200 Books

Description Library Books

Strategy/Activity 5

ELA 1.5 MTSS Data Conferences: provide release time for teachers and admin: analyze the DIBELS, Reading Inventory, and CAASPP data.

Collaborate, plan and respond with best practice

Specialist like speech therapist, Resource Specialists, Intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning of Year

Middle of Year

End of Year

Person(s) Responsible

Administration, Teachers, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount 4,000

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 2022 - June 2023

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 All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines (SIPPS). Professional development with Consortium on Reading Excellence in Education (CORE) trainers to support implementation of SIPPS

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Administration, Teachers, Paras

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	SIPPS Implementation

Strategy/Activity 8

ELA 1.8 All K-6 classrooms will implement Advancement Via Individual Determination (AVID) strategies to standardize Tier 1 high quality instruction in addition to the purchase of AVID supplies to implement the organizational component of AVID to support all learners.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - June 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10000
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 2022- May 2023

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	Title I
Budget Reference	5872 Field Trips
Description	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 2022-June 2023

Person(s) Responsible

Administrator

Teachers

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 11

ELA 1.11 All 2nd-6th teachers and 1st grade (MOY) will administer the Reading Inventory (RI) to all students to obtain an independent reading Lexile level.

Students to be Served by this Strategy/Activity

All students grades 1-6

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Teachers, Administration

Proposed Expenditures for this Strategy/Activity

Source	LCFF
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Strategy/Activity 12

ELA 1.12 Grades 3-6 will administer the Universal Screener - English Language Arts i-Ready Assessment to all students to correlate the students proficiency to the California State Common Core Standards.

Students to be Served by this Strategy/Activity

All students grades 3-6

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
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Strategy/Activity 13

ELA 1.13 Beckman will continue to implement Tier 1,2, and 3 PBIS strategies and supports to provide a strong culture of learning at Beckman.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022-June 2023

Person(s) Responsible

Administration, Teachers, Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

PBIS school-wide focus

Strategy/Activity 14

ELA 1.14 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected at BOY and MOY. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi-Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning of Year
Middle of Year
End of Year

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 15

ELA 1.15 Social Emotional Learning will be purchased and implemented. Additional mental health clinician hours to support Tier 2 and Tier 3 students with their mental health needs will also be implemented.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022 - August 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Strategy/Activity 16

ELA 1.16 K-3 teachers will use the program-Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) as a supplement for the core curriculum for all students as a Tier One best practice.

SIPPS instruction will be given at the specific grade level

Kinder: Beginning

First Grade: Extension

Second Grade Finish Extension

Third Grade: Challenge

Students to be Served by this Strategy/Activity

K-3 Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administrator, Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount

0

Source

LCFF

Description

SIPPS implementation with fidelity

Strategy/Activity 17

ELA 1.17 Universal Access time will be scheduled and protected from interruption for 1 hour to 1 1/2 hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

K-3 Students

1st-2nd Small Groups daily

Timeline

August 2022-May 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Master scheduling to prioritize ELA grades K-3

Strategy/Activity 18

ELA 1.18 Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy K-3.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-May 2023

Person(s) Responsible

Administration, Teachers, Coaches

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Early literacy coaching via SIPPS/MTSS

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Beckman Elementary School will show a 5% increase in proficiency on the following common diagnostic measures:

K-6 Math iReady Universal Screener

3-6 CAASPP Math

LCAP Goal

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

Basis for this Goal

California Assessment of Student Performance and Progress (CAASPP) Results

Dream Box Software Usage

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP) Results	13% of Beckman students met or exceeded standards for math.	By Spring 2023, 17% of Beckman students will meet or exceed standards for math.
iReady Math	Baseline not established at this time.	A 5% increase from the beginning of the year iReady math screener to the end of year iReady math screen

Planned Strategies/Activities

Strategy/Activity 1

M 2.1 A designated teacher will provide math intervention for tier 2 and 3 students needing additional math support.

Students to be Served by this Strategy/Activity

Students who are below and far below district standards

Timeline

August 2022-June 2023

Person(s) Responsible

Administration and Teacher

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Budget Reference	1100 Teacher
Description	Centrally-funded intervention teacher for math.

Strategy/Activity 2

M 2.2 All k-6 teachers will administer the Universal Screener - Math i-Ready Assessment to all 3-6 grade students to correlate the students proficiency to the California State Common Core Math Standards

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022
January 2023
May 2023

Person(s) Responsible

Administration
Teachers
District Math Coaches

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	LCFF
Description	Implementation of the math universal screener i-Ready.

Strategy/Activity 3

M 2.3 All k-6 students will have access to LUSD's adopted supplemental math curriculum- DreamBox. Teachers will set and monitor goals of 8 lessons per week.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Dreambox weekly completion goal.

Strategy/Activity 4

M 2.4 MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze universal screeners iReady and CAASPP Math data.
2. Collaborate, plan and respond with best practice
3. Specialist like speech therapist, resource specialists, intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child

Students will be monitored through Data Collection Sheets after every assessment window. Teachers will then use a Data Reflection sheet to reflect students' progress quarterly

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning of Year
 Middle of Year
 End of Year

Person(s) Responsible

Administration
 Teachers

Proposed Expenditures for this Strategy/Activity

Source	Title I
Budget Reference	1150 Teacher Sub
Description	See ELA goal for allocation.

Strategy/Activity 5

M2.5 Implement LUSD newly adopted Math Curriculum i-Ready in all K-6 classrooms

Students to be Served by this Strategy/Activity

All grades

Timeline

August 2022-June 2023

Person(s) Responsible

Administrator
 Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	iReady Math Program Implementation

Strategy/Activity 6

M 2.6 A school-wide annual subscription for Generation Genius will be purchased for supplementary materials to support core math and science curriculum.

Students to be Served by this Strategy/Activity

All Students

Timeline

May 2022-May 2023

Person(s) Responsible

Administrator
Teacher

Proposed Expenditures for this Strategy/Activity

Amount	1800
Source	Title I
Budget Reference	5875 Technology Licenses
Description	Generation Genius Annual School-wide Subscription

Strategy/Activity 7

M 2.7 The purchase of additional stem kits to support math and science implementation.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Title I
Budget Reference	4300 Materials
Description	Stem Materials

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By October 1, 2023 , 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 English Learner Progress Indicator (ELPI) as reported on the California Dashboard.

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

California Assessment of Student Performance and Progress (CAASPP) Results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Data Points ELA English Learner Progress Indicator	39.8% are making progress towards English language proficiency.	45% of Beckman English Learners will increase in progress toward English proficiency as measured by the English Learner Progress Indicator.

Planned Strategies/Activities

Strategy/Activity 1

EL 3.1 All k-6 who are designated English Language Learners will receive 30 minutes of designated English Language Development daily using Journey's ELD Component and monitor the progress by using the ELA assessments referenced in the ELA SPSA above.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022 - June 2023

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Description	General Fund - Daily ELD
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Strategy/Activity 2

EL 3.2 Administrators will develop teachers' capacity to collect data using a universal Data Collection Template. Data will be collected quarterly. Teachers disaggregate and analyze student performance using a Universal Data Reflection Template. Teachers will attend Multi Tiered Systems of Support Data Conferences to strategically plan and respond to data.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Administrators
Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Universal Data Collection

Strategy/Activity 3

EL 3.3 Universal Access time will be scheduled and protected for 1 hour to 1 ½ hours daily to support K-3 students at their reading level.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022 - June 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	UA Time

Strategy/Activity 4

EL 3.4 K-3 teachers will use the supplemental reading program- Systematic Instruction in Phonemic Awareness, Phonics and Sight Words (SIPPS) for all students as first good teaching.

The intervention teacher will pull out students who need a Tier 2 level of support. SIPPS instruction will be given at their level.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Administration
Teachers

Proposed Expenditures for this Strategy/Activity

Source	LCFF
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Strategy/Activity 5

EL 3.5 All K-3 teachers, intervention, Special Education, and Bilingual and Special Education paras will participate and implement evidence based reading procedures and routines professional development with Consortium on Reading Excellence in Education (CORE) trainers

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

K-3 Students, Teachers, Paraeducators

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	Training for all teachers and support staff in SIPPS.

Strategy/Activity 6

EL 3.6 iRead or Amplify for all K-2 students 20 minutes per day 5 days per week.

Students to be Served by this Strategy/Activity

K-3

Timeline

August 2022 - June 2023

Person(s) Responsible

K-3

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

iRead implementation schoolwide

Strategy/Activity 7

EL 3.7 Provide instructional English Language Arts coaching and support to teachers in the regular and special education classrooms with a focus on early literacy k-3.

Students to be Served by this Strategy/Activity

K-3

Timeline

August 2022 - June 2023

Person(s) Responsible

Administrator and Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Coaching support throughout the year.

Strategy/Activity 8

EL 3.8 MTSS Data Conferences: provide release time for teachers and admin:

1. Analyze the DIBELS, Reading Inventory, and CAASPP data.
2. Collaborate, plan and respond with best practice.
3. Specialist like speech therapist, resource specialists, intervention teacher, counselor, nurse will be apart of the meeting to use a multidisciplinary approach while looking at the whole child.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Source

Title I

Description

See ELA goal for allotment.

Strategy/Activity 9

EL 3.9 Teachers will use AVID evidence based integrated ELD strategies to support academic language development during the content areas. Provide feedback to students based on student output and formative assessment of comprehension by using the following instructional strategies:

1. Objective posted
2. Front loading vocabulary
3. Using complete sentences
4. Think- pair - shared choral responses
5. Sentence frames
6. Use higher order questioning
7. Use wait time

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

EL 3.10 Materials to support instruction in all academic areas, including ELD, as well as assessment materials for English Learners, will be sent to the print shop for duplicating.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-June 2023

Person(s) Responsible

Administration and Teachers

Proposed Expenditures for this Strategy/Activity

Amount

5,000

Source

Title I

Budget Reference	5715 Print Shop
Description	Print Shop

Strategy/Activity 11

EL 3.11 Intensive ELPAC preparation through before/after school intervention targeting students close to redesignation.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

February 2023-May 2022

Person(s) Responsible

Adminstration, Teachers, Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I
Budget Reference	2120 Para Temp
Description	Bilingual Paraeducator Timecard
Amount	1,500
Source	Title I
Budget Reference	1120 Teacher Temp
Description	Teacher Timecard
Amount	387
Source	Title I
Budget Reference	3000 Benefits
Description	Benefits

Strategy/Activity 12

EL 3.12 All K-6 students who are designated English language learners will receive 30 minutes of English Language Development (ELD) using the Journey's ELD component and monitor the progress by using the district ELA assessments.

Students to be Served by this Strategy/Activity

All Students

Timeline

Quarter 1
Quarter 2

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Description

Designated ELD time.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent / Family Engagement

Goal Statement

By March 31, 2023, with an implementation of Multi-Tiered System of Support (MTSS), Beckman Elementary School will show a 5% increase in parent involvement in ELAC

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 ELAC meetings.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
The average number of parents in attendance at meetings throughout the next school year.	Beckman has an average 6 parents on average during an ELAC meeting.	Beckman will have an average of 10 parents attending ELAC meetings throughout the 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 2022-June 2023

Person(s) Responsible

Administration and Bilingual Paraeducators

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	Title I: Parent Involvement
Budget Reference	2120 Para Temp
Description	Paraeducators
Amount	194
Source	Title I: Parent Involvement
Budget Reference	3000 Benefits

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 2022 - June 2023

Person(s) Responsible

Administration, Teachers, and Parents

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title I: Parent Involvement
Budget Reference	5800 Prof and Operating/Consultants
Description	Planners
Amount	3560
Source	Title I
Budget Reference	5800 Prof and Operating/Consultants
Description	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 events throughout the year.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2022-August 2023

Person(s) Responsible

Administration, Teachers, and Parents

Proposed Expenditures for this Strategy/Activity

Amount	2687
Source	Title I
Budget Reference	4300 Materials
Description	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 2022 - June 2023

Person(s) Responsible

Administration, Jump Into English program coordinator, District Level Personnel

Proposed Expenditures for this Strategy/Activity

Source	LCFF
Description	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 2022-June2023

Person(s) Responsible

Administration, Community Dental Clinic

Proposed Expenditures for this Strategy/Activity

Description	Community based service
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Strategy/Activity 6

PI 4.6 Food will be purchased to offer parents during ELAC meetings.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Amount	305
Source	Title I: Parent Involvement
Budget Reference	4325 Food For Meetings
Description	Food for ELAC.

Strategy/Activity 7

PI 4.7 Parents to attend CABA

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2022-June 2023

Person(s) Responsible

Administration, Parents

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Title I: Parent Involvement
Budget Reference	5220 Conference
Description	Parents to attend conferences.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Professional Development

Goal Statement

By March 31, 2023, Beckman Elementary School will have 100% of teachers participating in the following Professional Development in:

K-6 MTSS Framework
K-2 The Consortium On Reading Excellence CORE
K-6 iReady - Math

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	No baseline data is available as we are a beginning cohort.	All teachers will begin utilizing the MTSS framework, SIPPS K-3, and K-6 iReady math.

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 the MTSS Framework.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022-June 2023

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 2022-June 2023

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 2022-May 2023

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 school culture and MTSS.

Students to be Served by this Strategy/Activity

All Students

Timeline

July 2022-May 2023

Person(s) Responsible

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Title I
Budget Reference	4200 Books
Description	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 2022-June 2023

Person(s) Responsible

Principal, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	10640
Source	Title I
Budget Reference	5220 Conference
Description	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 2022-2023 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 2022-June 2023

Person(s) Responsible

Admin./Teachers/Staff

Proposed Expenditures for this Strategy/Activity

Source

LCFF

Budget Reference	5800 Prof and Operating/Consultants
Description	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 2022-June 2023

Person(s) Responsible

Admin/Staff/Teachers/PBIS Team

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	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	207,746.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	203,747	0.00
Title I: Parent Involvement	3,999	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	0.00
Title I	203,747.00
Title I: Parent Involvement	3,999.00

Preliminary Plan

Final Plan

 05/13/2022 03:30 pm

Principal *Date*

Principal *Date*

 05/13/2022 03:30 pm

SSC Chairperson *Date*

SSC Chairperson *Date*

 05/13/2022 02:45 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
	LCFF	0.00
	LCFF	0.00
1100 Teacher	LCFF	0.00
1100 Teacher	Title I	98,109.00
1120 Teacher Temp	Title I	5,500.00
1150 Teacher Sub	Title I	4,000.00
2120 Para Temp	Title I	1,000.00
3000 Benefits	Title I	38,851.00
4200 Books	Title I	6,000.00
4300 Materials	Title I	16,687.00
5220 Conference	Title I	10,640.00
5715 Print Shop	Title I	5,000.00
5800 Prof and Operating/Consultants	Title I	3,560.00
5872 Field Trips	Title I	10,000.00
5875 Technology Licenses	Title I	4,400.00
2120 Para Temp	Title I: Parent Involvement	500.00
3000 Benefits	Title I: Parent Involvement	194.00
4325 Food For Meetings	Title I: Parent Involvement	305.00
5220 Conference	Title I: Parent Involvement	1,000.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	2,000.00

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
- 1 Other School Staff
- 5 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
Rachel Briceno	Parent or Community Member
Angelica Jenkins	Parent or Community Member
Briunna Barrows	Parent or Community Member
Nagma Haq	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 5/13/2022.

Attested:

Preliminary Plan		Final Plan	
	05/13/2022 03:30 pm		
<i>Principal</i>	<i>Date</i>	<i>Principal</i>	<i>Date</i>
	05/13/2022 12:00 am		
<i>SSC Chairperson</i>	<i>Date</i>	<i>SSC Chairperson</i>	<i>Date</i>
	05/13/2022 02:45 pm		
<i>Program Manager</i>	<i>Date</i>	<i>Program Manager</i>	<i>Date</i>