

School Year: **2022-23**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Gordon H. Beatty Middle School	30-66456-6027536	November 18, 2022	January 9, 2023

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

Our school plan describes the school wide program that includes strategies, actions, and services that address the requirements for federal and state programs.

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.

Our plan is aligned with our district local control and accountability plan through collaboration with the district in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the Buena Park School District; providing supplemental services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A comprehensive needs assessment occurred through input from all school advisory councils and the LCAP surveys given to staff, students, and families during the year. The LCAP survey asked stakeholders about their opinion on school facilities, instructional materials, counseling support, support for students during class time, before and after school programs, MTSS, PBIS, College preparation, language support, school involvement, health and fitness, STEM, Performing Arts programs, decision making at the school, professional learning, and technology integration. Parent survey results indicate that they are unaware of after school programs that are available, that our counseling support can help students struggling with behavior, that parents classes are available at our school, that we have events for students to prepare for college, that STEM classes are available to their students, that performing arts/music program is available to students, that they can be involved in decisions at school through ELAC, SSC, and PTSA and at the district level through similar channels. Similar results were seen with the student surveys as well. This means that we need to do a better job getting the word out to our students and families about the services available to them and ensure we follow up appropriately when there is an interest in those areas.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principals walk classrooms regularly to monitor instruction and collect data on student learning. Three times a year a collaborative group of teachers, administrators, and district support staff shadow students to collect data on student needs. EL shadowing data showed a need for long term English learners to increase in their student to student and student to teacher talk. Principal observation data pointed to a need for increase creativity in the classroom to meet the growing need for authentic student engagement with the curriculum.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff use state assessments such as SBAC and ELPAC results to track progress of students and modify instruction. In addition school staff use curriculum embedded assessments, common formative assessments and other local measures to improve instruction in ELA and Math.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Staff meets on a weekly basis during early release day to discuss curriculum-embedded assessments, common formative assessments, and to plan re-teaching lessons and to modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at our school site are highly qualified and have English Learner certification.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at this school are credentialed and all teachers were trained on SBE adopted instructional materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the Common Core State Standards and is based on student performance.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school district has provided an instructional coach in the area of project based learning to better utilize the block schedule format to support improving student learning outcomes.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate for 90 minutes every Thursday.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum and instructional materials are aligned to the Common Core State Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The BPSD district blueprint provides guidance on required instructional minutes in English Language Arts, Mathematics, English Language Development, and intervention classes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing schedule is being developed based on the Common Core State Standards. A multi-tiered system of supports is available to all students from biweekly tutorials to intensive reading interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards based instructional materials are available and appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

The school uses SBE-adopted and standards-aligned materials. Instructional materials include state-adopted intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The school uses Read 180 Universal for intensive ELA intervention, and additional math block for supporting prerequisite skills in math due to learning loss, designated English language development courses for English learners and other teacher selected programs for targeted interventions.

Evidence-based educational practices to raise student achievement

All educational practices used at the school are research based.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The school uses all community resources available to assist under-achieving students. In addition the school seeks out resources available from family and district.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The school has parent advisory councils such as the School Site Council and English Learners Advisory Council, that are involved in the planning, implementation and monitoring of the SPSA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

All categorical programs are used to supplement the regular education program and meet the need of under-performing students.

Fiscal support (EPC)

The district allocates general and categorical funds to provide resources to improve student achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

All stakeholder groups were involved in developing the overall plan based on the four LCAP goals and school data. Each group reviews the goals and has an opportunity to provide input regarding development of action items to help achieve the goals. The following indicates the dates of these specific meetings:

October 17, 2022 - Certificated Staff Meeting included time to provide input on the plan.

October 25, 2022 - SSC Council met to provide input on the school plan.

November 10, 2022 - ELAC members provided input on the school plan.

November 15, 2022 - SSC to review and approve the plan.

Based on:

The evaluation of implementation and effectiveness of the SPSA actions (see "annual evaluation and needs assessment" section), the California school dashboard data, district assessments, and school level common formative assessments, stakeholder input the SSC recommended the following revisions to the SPSA...

Resource Inequities

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

The comprehensive needs assessment involved examining CAASPP data, local assessments, the California Health Kids survey results, common formative assessments, and conversations with ELAC, SSC, and the school leadership teams, and other stakeholders.

At this time, no resource inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.39%	0.4%	0.17%	3	2	1
African American	3.42%	3.3%	2.74%	26	17	16
Asian	24.61%	28.4%	25.39%	187	148	148
Filipino	4.61%	6.0%	5.49%	35	31	32
Hispanic/Latino	59.61%	51.6%	55.57%	453	269	324
Pacific Islander	0.13%	1.0%	0.86%	1	5	5
White	4.61%	5.8%	7.20%	35	30	42
Multiple/No Response	1.32%	2.7%	1.89%	10	14	11
Total Enrollment				760	521	583

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	145		
Grade 1	101		
Grade 2	92		
Grade 3	100		
Grade 4	98		
Grade 5	107		
Grade 6	117	199	197
Grade 7		197	197
Grade 8		125	189
Total Enrollment	760	521	583

Conclusions based on this data:

1. Beatty Middle School counts with a diverse student population at all three grade levels.
2. Increase in student population indicates a need for course equity and variety in options.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	320	130	161	42.1%	25.00%	27.6%
Fluent English Proficient (FEP)	134	188	186	17.6%	36.10%	31.9%
Reclassified Fluent English Proficient (RFEP)	67	22	172	17.7%	4.20%	29.8%

Conclusions based on this data:

1. English learners are a significant subgroup to support at Gordon H. Beatty Middle School
2. The number of students who reclassified increased significantly and should continue to increased at a substantial rate over the next couple of years.
3. Title 1 expenditures should be used to support our English learners as a top priority

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	96			96			96			100		
Grade 4	105			104			104			99		
Grade 5	122			121			121			99.2		
Grade 6	102	193	202	102	0	202	102	0	202	100	0.0	100.0
Grade 7		194	200		0	198		0	198		0.0	99.0
Grade 8		119	189		0	187		0	187		0.0	98.9
All Grades	425	506	591	423	0	587	423	0	587	99.5	0.0	99.3

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2418.			25.00			19.79			25.00			30.21		
Grade 4	2452.			25.00			18.27			18.27			38.46		
Grade 5	2478.			13.22			28.10			21.49			37.19		
Grade 6	2537.		2510.	21.57		15.84	33.33		28.71	26.47		27.23	18.63		28.22
Grade 7			2570.			27.78			31.31			21.72			19.19
Grade 8			2556.			18.18			31.02			23.53			27.27
All Grades	N/A	N/A	N/A	20.80		20.61	25.06		30.32	22.70		24.19	31.44		24.87

2019-20 Data:

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.96			46.88			29.17		
Grade 4	22.12			43.27			34.62		
Grade 5	17.36			46.28			36.36		
Grade 6	22.55		19.80	47.06		51.98	30.39		28.22
Grade 7			27.27			57.58			15.15
Grade 8			22.46			50.27			27.27
All Grades	21.28		23.17	45.86		53.32	32.86		23.51

2019-20 Data:

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	21.88			52.08			26.04		
Grade 4	17.31			53.85			28.85		
Grade 5	19.01			52.89			28.10		
Grade 6	29.41		15.35	47.06		48.02	23.53		36.63
Grade 7			28.79			51.01			20.20
Grade 8			19.89			51.61			28.49
All Grades	21.75		21.33	51.54		50.17	26.71		28.50

2019-20 Data:

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	20.83			56.25			22.92		
Grade 4	11.54			64.42			24.04		
Grade 5	10.74			57.85			31.40		
Grade 6	20.59		9.90	59.80		76.24	19.61		13.86
Grade 7			15.15			75.25			9.60
Grade 8			15.51			70.59			13.90
All Grades	15.60		13.46	59.57		74.11	24.82		12.44

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	18.75			50.00			31.25		
Grade 4	21.15			47.12			31.73		
Grade 5	15.70			47.93			36.36		
Grade 6	36.27		16.34	43.14		63.86	20.59		19.80
Grade 7			21.21			67.17			11.62
Grade 8			20.32			66.31			13.37
All Grades	22.70		19.25	47.04		65.76	30.26		14.99

2019-20 Data:

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Conclusions based on this data:

1. Overall, 50.93% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the Claims indicate 76% of students scored Near or Above Standard in Reading, 71% in Writing, 88% in Listening, and 85% in Research/Inquiry.
2. Trend: We continue to score above the state average in English Language Arts. The data indicates that most students continue to make steady growth in English Language Arts overall.
3. Next steps: Continue to address grade level standards with ELA curriculum and pacing guides. We will utilize data from district and formative assessments to monitor progress towards mastery.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	96			96			96			100		
Grade 4	105			105			105			100		
Grade 5	122			121			121			99.2		
Grade 6	102	193	202	102	0	202	102	0	202	100	0.0	100.0
Grade 7		194	200		0	198		0	198		0.0	99.0
Grade 8		119	189		0	187		0	187		0.0	98.9
All Grades	425	506	591	424	0	587	424	0	587	99.8	0.0	99.3

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2446.			31.25			21.88			26.04			20.83		
Grade 4	2484.			20.95			25.71			37.14			16.19		
Grade 5	2504.			19.83			19.83			29.75			30.58		
Grade 6	2539.		2520.	29.41		23.27	19.61		19.31	22.55		29.70	28.43		27.72
Grade 7			2521.			18.69			15.66			29.29			36.36
Grade 8			2518.			14.44			12.30			26.20			47.06
All Grades	N/A	N/A	N/A	25.00		18.91	21.70		15.84	29.01		28.45	24.29		36.80

2019-20 Data:

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	43.75			34.38			21.88		
Grade 4	31.43			37.14			31.43		
Grade 5	28.10			34.71			37.19		
Grade 6	38.24		24.75	23.53		45.54	38.24		29.70
Grade 7			20.71			43.43			35.86
Grade 8			11.76			50.27			37.97
All Grades	34.91		19.25	32.55		46.34	32.55		34.41

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	31.25			41.67			27.08		
Grade 4	22.86			48.57			28.57		
Grade 5	18.18			43.80			38.02		
Grade 6	26.47		13.37	39.22		57.92	34.31		28.71
Grade 7			16.67			51.52			31.82
Grade 8			14.44			52.94			32.62
All Grades	24.29		14.82	43.40		54.17	32.31		31.01

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	33.33			42.71			23.96		
Grade 4	22.86			51.43			25.71		
Grade 5	14.88			51.24			33.88		
Grade 6	27.45		17.82	44.12		59.41	28.43		22.77
Grade 7			16.67			61.11			22.22
Grade 8			13.90			60.96			25.13
All Grades	24.06		16.18	47.64		60.48	28.30		23.34

2019-20 Data:

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Conclusions based on this data:

1. Overall, 34.75% of students met or exceeded the grade level standard. For a more detailed look at the students' performance, the Claims indicate 65.59% of students scored Near or Above Standard in Concepts & Procedures, 69% in Problem Solving & Modeling, and 77% in Communicating Reasoning.
2. Trends: We see a similar trend with mathematics were we are above the state average in mathematics. However there still needs to be a steady growth overtime that indicates that students are progressing in mathematics.
3. Next steps: Continue to address grade level standards with the Math curriculum and pacing guides, using iReady Math. We will monitor progress with assessment data and also expose students to the interim assessments. Teachers will utilize the grade level collaboration time to monitor student progress and plan interventions or reteach opportunities. We will continue to support students in math support classes and address needs overtime.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1417.0			1424.3			1399.9			94		
1	1472.4			1461.8			1482.6			25		
2	1485.9			1475.3			1495.9			56		
3	1505.7			1503.7			1507.2			42		
4	1539.4			1541.8			1536.4			60		
5	1540.8			1540.7			1540.3			47		
6	1585.7	1504.9	1524.8	1604.6	1501.2	1524.9	1566.2	1508.0	1524.5	30	46	60
7		1529.2	1567.4		1528.3	1569.2		1529.7	1565.3		52	54
8		1533.0	1569.0		1523.8	1574.1		1541.7	1563.5		17	47
All Grades										354	115	161

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.89			36.17			32.98			15.96			94		
1	20.00			44.00			32.00			4.00			25		
2	21.43			32.14			37.50			8.93			56		
3	14.29			52.38			21.43			11.90			42		
4	46.67			33.33			16.67			3.33			60		
5	29.79			53.19			12.77			4.26			47		
6	70.00	17.39	18.64	16.67	39.13	32.20	13.33	28.26	30.51	0.00	15.22	18.64	30	46	59
7		15.69	35.19		33.33	37.04		41.18	20.37		9.80	7.41		51	54
8		47.06	19.15		17.65	59.57		11.76	17.02		23.53	4.26		17	47
All Grades	28.25	21.05	24.38	38.14	33.33	41.88	25.14	31.58	23.13	8.47	14.04	10.63	354	114	160

2019-20 Data:

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	15.96			40.43			26.60			17.02			94		
1	16.00			40.00			40.00			4.00			25		
2	25.00			41.07			14.29			19.64			56		
3	45.24			28.57			19.05			7.14			42		
4	66.67			23.33			6.67			3.33			60		
5	59.57			29.79			8.51			2.13			47		
6	76.67	23.91	33.90	16.67	54.35	35.59	3.33	8.70	20.34	3.33	13.04	10.17	30	46	59
7		23.53	35.19		52.94	51.85		19.61	7.41		3.92	5.56		51	54
8		47.06	42.55		23.53	38.30		5.88	17.02		23.53	2.13		17	47
All Grades	40.40	27.19	36.88	32.77	49.12	41.88	16.95	13.16	15.00	9.89	10.53	6.25	354	114	160

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	10.64			26.60			42.55			20.21			94		
1	24.00			40.00			20.00			16.00			25		
2	17.86			32.14			32.14			17.86			56		
3	7.14			47.62			26.19			19.05			42		
4	23.33			31.67			36.67			8.33			60		
5	6.38			25.53			63.83			4.26			47		
6	33.33	15.22	10.17	23.33	21.74	16.95	33.33	30.43	37.29	10.00	32.61	35.59	30	46	59
7		9.80	33.33		23.53	12.96		41.18	38.89		25.49	14.81		51	54
8		23.53	14.89		35.29	27.66		17.65	40.43		23.53	17.02		17	47
All Grades	15.82	14.04	19.38	31.36	24.56	18.75	38.42	33.33	38.75	14.41	28.07	23.13	354	114	160

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	11.70			76.60			11.70			94		
1	36.00			64.00			0.00			25		
2	51.79			42.86			5.36			56		
3	16.67			66.67			16.67			42		
4	48.33			46.67			5.00			60		
5	8.51			80.85			10.64			47		
6	53.33	17.78	13.56	43.33	64.44	59.32	3.33	17.78	27.12	30	45	59
7		10.00	25.93		74.00	61.11		16.00	12.96		50	54
8		23.53	17.39		47.06	67.39		29.41	15.22		17	46
All Grades	29.66	15.18	18.87	61.86	66.07	62.26	8.47	18.75	18.87	354	112	159

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	25.53			55.32			19.15			94		
1	16.00			68.00			16.00			25		
2	25.00			51.79			23.21			56		
3	66.67			23.81			9.52			42		
4	70.00			26.67			3.33			60		
5	87.23			10.64			2.13			47		
6	83.33	43.48	61.02	13.33	43.48	32.20	3.33	13.04	6.78	30	46	59
7		70.59	79.63		23.53	14.81		5.88	5.56		51	54
8		76.47	70.21		11.76	29.79		11.76	0.00		17	47
All Grades	50.28	60.53	70.00	37.57	29.82	25.63	12.15	9.65	4.38	354	114	160

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.38			60.64			32.98			94		
1	48.00			28.00			24.00			25		
2	14.29			64.29			21.43			56		
3	7.14			66.67			26.19			42		
4	20.00			66.67			13.33			60		
5	14.89			72.34			12.77			47		
6	36.67	15.22	11.86	36.67	34.78	38.98	26.67	50.00	49.15	30	46	59
7		16.33	37.04		28.57	35.19		55.10	27.78		49	54
8		47.06	34.04		17.65	31.91		35.29	34.04		17	47
All Grades	16.67	20.54	26.88	60.17	29.46	35.63	23.16	50.00	37.50	354	112	160

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	48.94			32.98			18.09			94		
1	24.00			60.00			16.00			25		
2	21.43			69.64			8.93			56		
3	30.95			54.76			14.29			42		
4	26.67			71.67			1.67			60		
5	6.38			87.23			6.38			47		
6	56.67	13.33	22.03	43.33	71.11	61.02	0.00	15.56	16.95	30	45	59
7		5.88	22.22		84.31	70.37		9.80	7.41		51	54
8		5.88	12.77		76.47	82.98		17.65	4.26		17	47
All Grades	31.92	8.85	19.38	57.91	77.88	70.63	10.17	13.27	10.00	354	113	160

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Baseline Overall Data: 24.38% of students scored Level 4 overall and only 10.63% scored Level 1. Scores in Oral Language continue to be slightly higher than Written Language.

2. Baseline Domain Data: With the exception of Reading, in the remaining 3 areas, the majority of students are scoring Well-developed or Somewhat/Moderately. There are fewer students scoring "well-developed" in the Listening Domain, therefore there needs to be a focus in this area.
3. Next steps: Continue to enhance and provide Integrated and Designated ELD time and utilize ELA/ELD Frameworks. Plan collaboration and professional development for teachers to understand the ELPAC and support for student achievement. Designate time for data analysis on formative assessments to monitor student progress.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

This section provides information about the school's student population.

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
521	69.9	25.0	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	130	25.0
Foster Youth	2	0.4
Homeless	13	2.5
Socioeconomically Disadvantaged	364	69.9
Students with Disabilities	55	10.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	17	3.3
American Indian or Alaska Native	2	0.4
Asian	148	28.4
Filipino	31	6.0
Hispanic	269	51.6
Two or More Races	14	2.7
Native Hawaiian or Pacific Islander	5	1.0
White	30	5.8

Conclusions based on this data:

1. Beatty Middle School is an ethnically diverse school which will impact the differentiated needs of our students.

2. English learners, socioeconomically disadvantaged, students with disabilities, and homeless youth are major subgroups to support academically at our school.
3. Title 1 funds will be used to support these major subgroups at our school.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Green
Mathematics  Yellow		

Conclusions based on this data:

1. Current Data: Based on the Fall 2019 Dashboard data above, our state indicators for ELA and mathematics are orange and yellow respectively for academic performance. In ELA, the "all students" group is at below standard by 12.4 points. Our English Learners are 24.4 points below standard and Socioeconomically Disadvantaged students are 31 points below standard. In Mathematics, the "all students" group "maintained" with a Distance from Standard at 1.3. Our English Learners are 12 points below standard and Socioeconomically Disadvantaged students are 24.5 below standard.
2. Trend: In comparison to the Fall 2018 Dashboard data, scores for English went down to orange but maintained at yellow for mathematics.
3. Next steps: The staff at Beatty will continue to monitor all state indicators and modify programs and interventions as needed.

School and Student Performance Data

Academic Performance English Language Arts

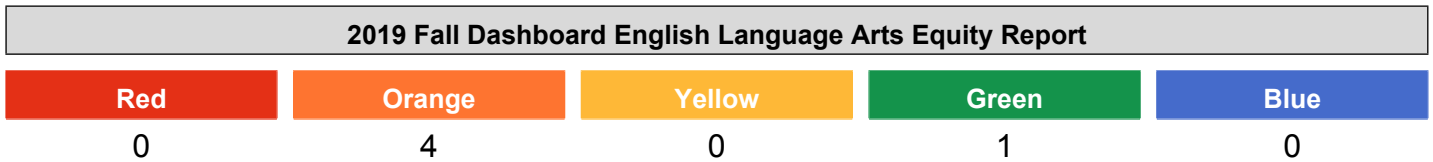
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 12.4 points below standard Maintained -2.8 points 409	<p>English Learners</p> Orange 24.4 points below standard Maintained -1.6 points 233	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
<p>Homeless</p> No Performance Color 58.9 points below standard Declined Significantly -27.1 points 23	<p>Socioeconomically Disadvantaged</p> Orange 31 points below standard Declined -6.2 points 288	<p>Students with Disabilities</p> Orange 104.1 points below standard Increased ++4.7 points 39

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 8.7 points below standard Maintained ++0.3 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 35.1 points above standard Declined Significantly -15.8 points 82	 No Performance Color 55.5 points above standard Increased Significantly ++17.0 points 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 37.3 points below standard Maintained -1.9 points 260	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 34.8 points above standard Increased ++7 points 25

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
64.1 points below standard Declined -5.5 points 149	46.1 points above standard Declined -3.8 points 84	3.6 points below standard Declined -6.3 points 147

Conclusions based on this data:

1. Current Data: According to this Dashboard data, our status decreased to orange except for Asian students. English Learners remain below standard along with Socioeconomically Disadvantaged and Students with Disabilities.
2. Trend: This comparison shows we maintained by -2.8 points, including English Learners at -1.6 points. Socioeconomically disadvantage declined by -6.2 points.
3. Next steps: Continue to work with English Learners during Integrated and Designated ELD, and Socio-economically Disadvantaged students during small group intervention.

School and Student Performance Data

Academic Performance Mathematics

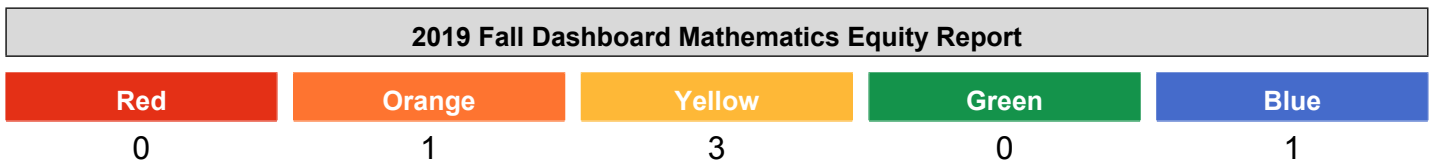
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>5.4 points below standard</p> <p>Maintained ++1.3 points</p> <p>409</p>	<p>English Learners</p> <p>Yellow</p> <p>12 points below standard</p> <p>Maintained ++0.4 points</p> <p>233</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p>Homeless</p> <p>No Performance Color</p> <p>55.3 points below standard</p> <p>Declined Significantly -30.6 points</p> <p>23</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>24.5 points below standard</p> <p>Maintained -1.7 points</p> <p>288</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>77.8 points below standard</p> <p>Increased ++10.2 points</p> <p>39</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 24.3 points below standard Maintained 0 points 18	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Blue 62.8 points above standard Maintained -0.1 points 82	 No Performance Color 59.3 points above standard Increased Significantly ++27.1 points 15
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.4 points below standard Maintained -0.4 points 260	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 27.7 points above standard Increased ++7.8 points 25

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
41.9 points below standard Maintained ++1.6 points 149	41 points above standard Declined -9.2 points 84	4.8 points below standard Maintained ++2.6 points 147

Conclusions based on this data:

1. Current Data: On the state indicator for mathematics, we maintained a level of yellow. English Learners remain at standard, along with Socioeconomically Disadvantaged and Students with Disabilities.
2. Trend: The scores indicate our students maintained ++1.3 points but are still below standard by 5.4 points. English Learners and Socioeconomically Disadvantaged maintained/increased while Students with Disabilities increased.
3. Next Steps: Continue to provide high quality math instruction using iReady math curriculum. Monitor student progress on Common Formative Assessments and plan interventions accordingly.

School and Student Performance Data

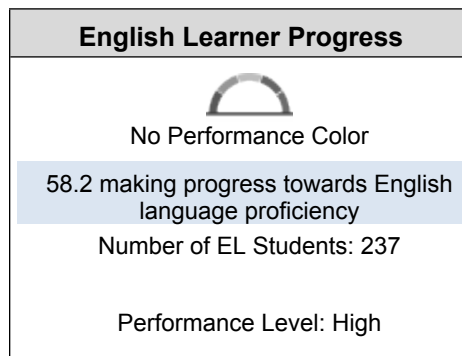
Academic Performance English Learner Progress

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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.4	22.3	9.7	48.5

Conclusions based on this data:

1. Current Data: English Learners are 22.8 points below standard.
2. Trend: English Learners continue to need support with ELA and Math.
3. Next steps: Continue to provide integrated and designated ELD to give specific language instruction to all English Learners. Focus collaboration on the ELA/ELD Framework and ELD Standards.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

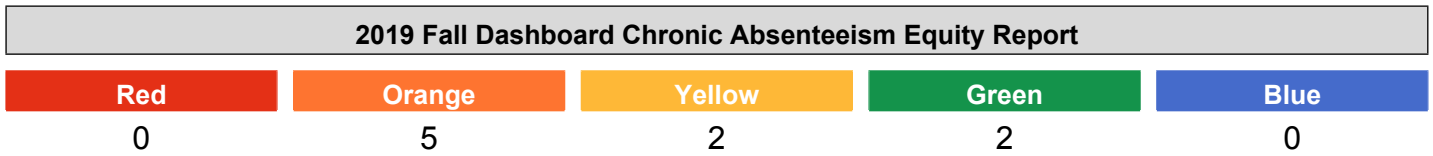
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 8.2 Increased +1.7 831	<p>English Learners</p> Orange 5.8 Increased +2.2 395	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p>Homeless</p> Yellow 19.7 Declined -3.4 61	<p>Socioeconomically Disadvantaged</p> Orange 9.8 Increased +2.1 572	<p>Students with Disabilities</p> Orange 16.2 Increased +4.5 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 17.1 Increased +2.4 41	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Yellow 3.7 Increased +1.9 190	 Green 5 Declined -6.4 40
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.8 Increased +2 499	 No Performance Color 0 Maintained 0 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 2.5 Increased +0.5 40

Conclusions based on this data:

1. Based on this data, there is a need to support the following subgroups: Socioeconomically Disadvantaged, Students with Disabilities, English Learners, Hispanics, and African American.
2. Continue to monitor attendance and communicate with families that need support.
3. Provide information to parents about school attendance rules as well as the impact on student learning.

School and Student Performance Data

Conditions & Climate Suspension Rate

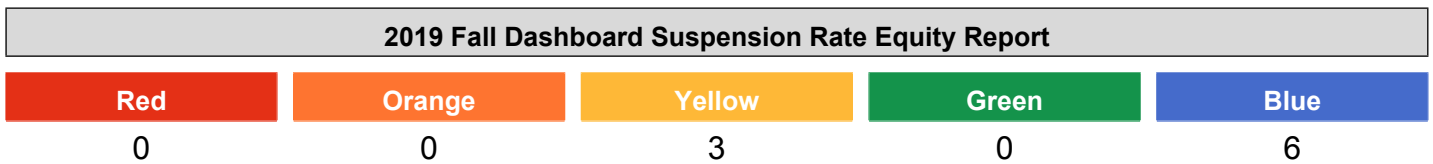
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group					
All Students		English Learners		Foster Youth	
Green		Blue		No Performance Color	
0.7		0		Less than 11 Students - Data Not	
Maintained +0.2		Maintained 0		2	
848		399			
Homeless		Socioeconomically Disadvantaged		Students with Disabilities	
Blue		Yellow		Blue	
0		0.9		0	
Maintained 0		Increased +0.4		Maintained 0	
62		582		100	

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 2.3 Maintained -0.1 43	 No Performance Color Less than 11 Students - Data 3	 Blue 0 Declined -0.6 194	 Blue 0 Maintained 0 40
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1 Increased +1 508	 No Performance Color 0 Declined -5.3 18	 No Performance Color Less than 11 Students - Data 1	 Blue 0 Declined -2 41

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.5	0.7

Conclusions based on this data:

1. Current Data: Based on the Fall 2019 Dashboard data above, all groups maintained or declined.
2. Trend: The number of overall suspensions continues to be low with a slight increase from the previous year.
3. Next steps: Beatty staff will continue to monitor student behavior and suspensions in order to modify programs and interventions as needed. We will monitor student behavior with our PBIS Team and implement proactive measures and interventions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Increase student achievement in ELA, math, and language proficiency

Goal 1

By June 2023 Gordon H. Beatty Middle School will increase student achievement in ELA, math, and language proficiency by 3%

Identified Need

The assessments utilized indicate that there is still a need for improvement in English Language Arts and Math for students that have not met grade level standards. Teachers will continue to analyze data from the previous CAASPP assessment for implications to teaching and modifications. In addition, teachers will analyze data and monitor student progress at the completion of unit assessments and Common Formative Assessments to form strategic groups in an effort to provide intentional intervention/s.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Academic Indicator - ELA iReady	iReady Reading August 2022 24% (133) Mid or above grade level 15% (182) Early On grade level 21% (116) One grade level below 8% (43) Two grade levels below 32% (176) Three or more grade levels below	iReady Reading by May 2023 27% Mid or above grade level 18% Early On grade level 18% One grade level below 5% Two grade levels below 29% Three or more grade levels below
Academic Indicator - Math iReady	iReady Math August 2022 14% (75) Mid or above grade level 19% (104) Early On grade level 31% (169) One grade level below 11% (62) Two grade levels below 24% (132) Three or more grade levels below	iReady Math by May 2023 17% Mid or above grade level 22% Early On grade level 28% One grade level below 8% Two grade levels below 21% Three or more grade levels below

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Suspensions for 2021-2022 school year. 27 Suspensions during this academic school year	A 10% decrease in suspensions for 2022-2023 school year.
ELPAC	<p>ELPAC data for students of Gordon H. Beatty Middle School is not available for past years.</p> <p>2021 Results 2022 Results</p> <ul style="list-style-type: none"> 135 students - 162 students <p>Level 4: 34% or 47 students 20% or 32 students Level 3: 34% or 46 students 34% or 55 students Level 2: 26% or 35 students 27% or 45 students Level 1: 5% or 7 students 18% or 30 students RFEP: 4.2% 29.8%</p>	<p>Site Goal For English Learners: By May 2023, 100% of English Learners will improve in a performance level in at least one domain area.</p> <p>To promote this growth, students will be challenged to practice in Reading, Writing, Listening, and Speaking with teachers connecting the ELA and ELD framework. To promote growth in this area, students will receive designated and integrated ELD time and teachers will utilize in class ELD strategies to support students. Reclassification for RFEP will increase by 3%.</p>
Academic Indicator ELA CAASPP	<p>Beatty Middle School's goals were identified based on 2021-2022 CAASPP ELA Data:</p> <p>The spring 2022 ELA data for all students indicates a level of Exceed and Met Standards of 20.61% and 30.32% respectively for an overall percentage of 50.93%.</p>	Site Goal for All Students: By spring 2023, we will increase by a minimum of 3 points from 50.93% to 53.93%.
Academic Indicator Math CAASPP	<p>Beatty Middle School's goals were identified based on 2021-2022 CAASPP Math Data:</p> <p>The spring 2022 math data for all students indicates a level of Exceed and Met Standards of 18.91% and 15.84% respectively for an overall percentage of 34.75%.</p>	Site Goal for All Students: By spring 2023, we will increase by a minimum of 3 points from 34.75% to 37.75%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At Promise students

Strategy/Activity

Renew supplemental reading curriculum Read 180 for students that are two or more grade levels behind in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3500

Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue using a 30 minute tutorial period in the school bell schedule twice a week to provide extra time for students to get support in grade level essential standards for English Language Arts and Mathematics.

Purchase Flexisched for assigning tutorials for students electronically for student achievement and targeted academic interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support with small group instruction in math and literacy via Tutorials for students below grade level. Provide funding for teacher planning time to identify intervention supports for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4300

Source(s)

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Access and provide individual student data to Professional Learning Communities (PLC) to inform and modify instruction and to systematically align interventions for students at risk of not meeting grade-level standards (LEA Goal). Core departments will meet after school to plan interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At-Promise students

Strategy/Activity

Provide additional assistance to at-promise students after school who may struggle with ELA or math concepts or who struggle to complete homework or assigned projects on their own or at home or who may need support in meeting Grade Level expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5200

Source(s)

Title I

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

Provide supplemental ELD support to English Learners both during designated and integrated ELD times.

Material/technology to support English Learners/New Comer students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20000

Title I

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Fund intervention support and planning for students in need of remediation for academic intervention before or after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8000

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide teacher release time for Mathematics planning and coaching observations to enhance Math instruction and intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6000

Title I

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide students with school-wide Agenda planners to assist them with time management, homework follow through, and to provide another tool for parent communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Title I

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide supplemental Instructional Materials to the departments as well as build on classroom libraries for literacy development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

At-Promise Students

Strategy/Activity

Provide bussing for the after school homework club and enrichment programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

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

English Learners

Strategy/Activity

Review Reclassification criteria and monitor progress of ELs by analyzing ELPAC data, curriculum embedded assessments, CAASPP results and grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

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

GATE students

Strategy/Activity

Provide GATE enrichment programs in the areas of Honors Program, STEM, Chess, Academic Pentathlon, Speech and Debate, and Art

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14**Students to be Served by this Strategy/Activity**

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

All students

Strategy/Activity

Continue supporting Project Lead The Way for STEM supplemental program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

In order to increase student achievement and prepare students for college and career, the staff at Beatty has taught focused curriculum to address the Common Core State Standards in ELA, Math, Science, and Social Studies. As a school site, we continue to focus on mathematics and literacy which includes reading and writing. To support curriculum and instruction, materials were purchased to support student learning and engagement. Teachers used their Thursday Collaboration time to analyze student work and assessments on a weekly basis. To support students who are struggling academically, students are referred to CAST for intervention support. Professional Development is on-going with support from our district and district TOSA.

Briefly 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 material differences between budgeted and expended categorial funds. Funds were expended as approved by the School Site Council and Governing Board. Budgets in this plan were implemented in the school year 2021-2022 and will continue this year to support student learning and engagement.

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.

It is important that interventions like tutorials and after school support focus on student need in particular to English and mathematics to not only engage students but also to focus on areas of improvement within subgroups.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that leads to college and career readiness.

Goal 2

Create and maintain positive, safe, and culturally responsive learning environments that result in high levels of attendance and student engagement that leads to college and career readiness.

Identified Need

Additional support for students to do creative and meaningful work in the classroom and refocus on tier 1 PBIS supports across the campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	LCAP parent survey results Baseline 2022 School facilities are neat and clean - 92% Before/during and after school supports are available - 81% Instruction for English Learners - 94% Adequate technology supports are available - 95% Instructions for using computers and technology - 97%	By May 2023: 100% neat and clean school facilities 100% of families will be aware and utilize before and after school supports for their students. 100% Instruction for English Learners 100% adequate technology supports are available 100% of families will be satisfied with instruction for using computers and technology.
California Healthy Kids Survey	CHKS results School perceived as very safe or safe - 76% Caring adults in school - 66% High expectations from the adults in school - 74% Meaningful participation at school - 26% School connectedness - 66% Academic motivation - 68% Promotion of parent involvement in school - 57%	By May 2023: 100% will perceive school as safe or very safe. 100% caring adults in school 100% high expectations from adults in school 80% of students will feel they have meaning participation at school. 95% will experience school connectedness 95% Academic motivation

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		80% promotion of parent involvement
Suspension Rate - CA Dashboard	Suspensions for 2021-2022 school year. 27 Suspensions during this academic school year	A 10% decrease in suspensions for 2022-2023 school year.
Attendance Data	August 2021 - June 2022 - 95%	2022-2023 - Increase attendance to 97%
Panoramic Data	<p>Panorama SEL Fall 2021: Student Competency & Well-Being Measures</p> <p>How did students perceive their own social-emotional skills?</p> <ul style="list-style-type: none"> • Supportive Relationships 79% • Self Efficacy 51% • Emotional Regulation 43% • Groth Mindset 56% 	<p>By spring 2023: Supportive Relationships will increase by three percent to reflect:</p> <ul style="list-style-type: none"> • Supportive Relationships 82% • Self Efficacy 54% • Emotional Regulation 46% • Groth Mindset 59%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Continue to contract with Outreach Concern counseling services and OCDE Mental Health Counselor for student mental health services five days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Assist students in developing a college and career mindset with guidance lessons and readiness events leading to "Beatty Goes to College" college field trips and career fairs that speak to the various types of careers available.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5985

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide staff development in the areas of culturally responsive teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide Anti-Bullying presentation on campus and provide parent workshops focused on drug use/prevention, mental health, and support for and understanding English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Work with OC Grip program and SRO partnership to bring anti-gang and high risk behavior awareness to campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide After-School sports, math competitions, art and music opportunities for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PBIS Team members will meet once a month to look at behavior matrix and conduct TFI inventory to evaluate PBIS program on campus. In addition, PBIS Team members will participate in a PBIS Training with OCDE to address focus of PBIS, behavior matrix, becoming a PBIS Recognized school, and building structures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4500

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide after school enrichment music program for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide an additional behavior tracking program for the development of a positive behavioral intervention system (HERO).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

Title I

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

In implementing this goal, its focus is on building a positive school climate that addresses students' Social Emotional Learning as a way to increase student involvement and responsibility in his/her own learning. By providing counseling support services as well as partnering up with GRIP, students have the opportunity to address concerns and develop solutions that will allow them to cope with and manage /balance personal and school life. In addition, creating a college culture on

campus via college trips provided students with the opportunity to plan for life beyond middle school and high school.

Briefly 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 material differences between budgeted and expended categorial funds. Funds were expended as approved by the School Site Council and Governing Board. Budgets in this plan were implemented in the school year 2021-2022 and will continue this year to support student learning and engagement.

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 major changes

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

BPSD will increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Goal 3

Increase authentic parent and pupil engagement to support academic achievement and social-emotional development.

Identified Need

Beatty Middle School has parent involvement opportunities through our PTSA, SSC, ELAC and special events. We also partner with community organizations to support our school and families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Parent Survey	LCAP parent survey results Baseline 2022 Before/during and after school supports are available - 81% Someone at school I can talk to in my preferred language - 97% I feel I have a say in decision making at this school - 77% School informs me of ways to get involved - 95% Communication between school and home - 90% Availability of parent education opportunities - 97%	By May 2023 100% will be aware of supports available after school 90% will feel they have a say in decision making at the school 100% will feel they are informed of ways they can get involved 95% will feel there is good communication between the school and home 100% will feel there are educational opportunities available at the school

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support 6th grade with transition to middle school with 7th/8th grade leadership students partnering up with 6th grade students to provide peer support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The school will support with the development of clubs and on-campus activities that make coming to school fun and enjoyable to ensure that students have something to look forward to each day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Adopt a trail or other community outreach program to engage the community, parents, students, and school staff to improve our community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Additional parent workshops and resources will be provided for general student achievement, bullying, understanding of the needs of Long Term English Learners, drug awareness, social emotional learning, and technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

Title I

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

PTSA, SSC, ELAC meetings will be held regularly to keep parents informed on current school events and ways they can help support the school through volunteer efforts. School volunteers will be recognized at student awards assemblies and at the end of the year banquet.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Parents are an integral part of their child's education. Parent representation in school activities and education in general are extremely important. Through the various partnerships with local and state partnerships, parent workshops focused on drug use and abuse as well as parenting, understanding tests scores, etc, will be conducted throughout the school year.

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

There were no material differences between budgeted and expended categorial funds. Funds were expended as approved by the School Site Council and Governing Board. Budgets in this plan were

implemented in the school year 2021-2022 and will continue this year to support student learning and engagement.

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 applicable changes.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$89,985
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$89,985.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$89,985.00

Subtotal of additional federal funds included for this school: \$89,985.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$89,985.00

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Joaquin Valdez	Principal
Emily Young	Classroom Teacher
Anthony Buncab	Classroom Teacher
Brian Hodges	Classroom Teacher
Aubree Kalinowski	Classroom Teacher
Juli Krucli-Mukanos	Other School Staff
Jane Lu	Parent or Community Member
Dorothy Williams	Parent or Community Member
Paola Gutierrez	Parent or Community Member
Kylie Kim	Secondary Student
Kaitlyn Diaz	Secondary Student
Ellie Koh	Secondary Student

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 11/18/2022.

Attested:



Principal, Joaquin Valdez on 11/18/2022



SSC Chairperson, Dorothy Williams on 11/18/2022

Instructions

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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