

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beckman Elementary School	39685856108856	April 28, 2026	6/16/2026

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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Plan Description

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

Beckman Elementary School's School Plan for Student Achievement (SPSA) is developed and implemented in alignment with the planning requirements of the Every Student Succeeds Act (ESSA) for schoolwide programs. The plan is based on a comprehensive needs assessment that includes analysis of multiple data sources such as state and local assessments, English Learner progress, and school climate data.

The SPSA is designed to address identified areas of need through a coordinated, schoolwide approach that strengthens Tier 1 instruction, implements a Multi-Tiered System of Supports (MTSS), and provides targeted academic and social-emotional interventions for students. The plan emphasizes equitable access to high-quality instruction, particularly for English Learners and other student groups demonstrating the greatest need.

Educational partners, including staff, families, the School Site Council (SSC), and the English Learner Advisory Committee (ELAC), are actively involved in the development, review, and approval of the plan. The SPSA outlines clear goals, measurable outcomes, and evidence-based strategies, and is monitored regularly through data review cycles to assess effectiveness and make adjustments as needed.

Through this process, Beckman Elementary ensures that all ESSA requirements for a comprehensive, inclusive, and data-driven schoolwide plan are met.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Beckman Elementary School engaged in a collaborative and ongoing consultation process with educational partners throughout the development, annual review, and update of the SPSA.

The process began with a program evaluation of the current SPSA on January 20, 2026, during which site leadership and staff reviewed implementation progress, student performance data, and the effectiveness of strategies. This evaluation informed areas of strength and identified needs for refinement.

On February 5, 2026, the school reviewed final budget allocations and gathered feedback on priorities for the new SPSA. Input was collected from staff through Professional Learning Communities (PLCs) and staff meetings, focusing on instructional practices, intervention systems, and student support needs.

Throughout the process, the school consulted with key educational partners, including:

Teachers and instructional staff through PLCs and collaborative meetings
School Site Council (SSC), which reviewed data, provided input on goals and strategies, and participated in the development and approval of the plan
English Learner Advisory Committee (ELAC), which provided input specifically on programs and supports for English Learners
Families, through communication and engagement opportunities, to gather feedback on student needs and school priorities

The SPSA was formally reviewed and approved by the School Site Council on April 28, 2026.

This collaborative process ensured that the SPSA reflects a comprehensive, data-driven approach and incorporates the perspectives of key stakeholders to support continuous improvement and student success.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Beckman Elementary School identified areas of need based on the California School Dashboard, where English Language Arts (ELA) is in the Red performance category and Mathematics is in the Orange performance category. Additional areas of concern include English Learner Progress and Chronic Absenteeism.

These indicators informed the development of the SPSA, with a focus on strengthening Tier 1 instruction, improving outcomes for English Learners, and enhancing systems to support student engagement and attendance.

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

Based on a review of the California School Dashboard, Beckman Elementary School did not identify any state indicators in which a student group performed two or more performance levels below the “All Students” group.

A review of subgroup performance indicates that, in both English Language Arts and Mathematics, student groups are primarily performing within the Yellow and Orange performance levels, with no student groups identified in the Red performance category. While English Learner Progress is identified in the Red performance category overall, subgroup data does not indicate any group performing two or more levels below the overall school performance.

Although no student group met the threshold of being two or more performance levels below the “All Students” group, Beckman Elementary recognizes the need to continue addressing performance gaps among student groups. The school will continue to monitor subgroup performance and implement targeted supports, including strengthening Tier 1 instruction, integrating English Language Development, and providing intervention through a Multi-Tiered System of Supports (MTSS), to ensure equitable outcomes for all students.

Annual Review

SPSA Year Reviewed: 2025-26

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

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

K-2 DIBELS Assessment

2nd-6th Grade Reading Inventory (RI)

2nd-6th Grade ELA iReady Universal Screener

3rd-6th Grade CAASPP English Language Arts

K-6th Grade Math iReady Universal Screener

3rd-6th Grade CAASPP Mathematics

5th Grade California Science Test (CAST)

California Dashboard: English Language Arts, Mathematics, and English Learner Progress Indicator (ELPI)

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

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

During the 2025-2026 school year, Beckman Elementary implemented strategies to strengthen Tier 1 instruction, increase small group instruction, and provide targeted intervention aligned to student needs. Based on CAASPP (SBAC) results, the school demonstrated measurable growth. English Language Arts met the 5% growth target, while Mathematics increased by approximately 4%, narrowly missing the goal. These results indicate that instructional strategies contributed to positive academic movement, particularly in ELA. Implementation data showed that key practices were present but inconsistent. Learning intentions and success criteria were observed in approximately 70% of classrooms, with variability in clarity and alignment. Small group instruction was more consistent in primary grades than upper grades. Additional data (iReady and Dashboard) indicates that overall performance remains below grade-level expectations, suggesting that while growth occurred, greater consistency and depth of implementation are needed to accelerate outcomes.

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

Differences were noted between intended implementation and actual practice. PLCs and data-driven instruction were not consistently implemented across all grade levels, and expectations for small group instruction varied. In addition, some supplemental instructional materials were underutilized or not consistently integrated into daily instruction. From a budget perspective, all allocated funds and adjustments were utilized as planned.

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.

Based on this analysis, the school will strengthen Tier 1 instructional consistency by clearly defining and monitoring the use of learning intentions, success criteria, and formative assessment. The site will implement structured PLCs to ensure consistent data use, increase focus on mathematics instruction, and improve alignment between instructional resources and classroom practice. These changes are reflected in the updated SPSA under Goal 1 through revised strategies focused on instructional coherence, PLC implementation, and MTSS refinement.

Goal 2

Title and Description of School Goal

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

Social-Emotional Behavioral

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

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

During the 2025-2026 school year, Beckman Elementary implemented PBIS systems, data monitoring, and targeted supports. The school made partial progress. Chronic absenteeism decreased by approximately 5% but remained in the Yellow performance level. Suspension rates remained stable, with a shift from Green to Yellow due to updated state metrics. PBIS implementation was strong (Tier 1: 97%, Tier 2: 100%, Tier 3: 82%), and student self-efficacy exceeded expectations, with 57.5% of students reporting positive outcomes, surpassing the target. Overall, systems were in place, but outcomes indicate a need for stronger Tier 1 consistency and more proactive supports.

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

There were no major differences between intended implementation and budgeted expenditures. Planned strategies and supports were implemented as designed.

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.

The school will strengthen Tier 1 behavior expectations, increase proactive SEL instruction, enhance data monitoring systems, and expand Tier 2 and Tier 3 supports. These changes are reflected in the updated SPSA under Goal 2 with an emphasis on proactive systems and MTSS alignment.

Goal 3

Title and Description of School Goal

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

Parent Involvement

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

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

During the 2025-2026 school year, Beckman Elementary implemented strategies to increase parent involvement, including events, communication systems, and expanded participation opportunities. The school exceeded its goal, offering more than the planned number of activities with strong attendance. Communication systems improved access and awareness, and efforts to reduce barriers supported increased participation. Overall, strategies were effective; however, opportunities remain to strengthen consistent two-way communication and deepen engagement for all families.

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

Funds originally allocated for fingerprinting parents were removed and reallocated to Central Title 1, but that action did not take place as we were unsuccessful in coordinating the fingerprinting event. Funds are allocated in this year's SPSA under Goal 3.

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.

The school will maintain current strategies while expanding multicultural and student-centered events, strengthening two-way communication, and increasing targeted engagement for English Learner families. These changes are reflected in the updated SPSA under Goal 3.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic Growth and Achievement

By Spring 2027, Beckman Elementary will improve student outcomes in English Language Arts, Mathematics, and English Learner Progress, as measured by the California Dashboard and district i-Ready assessments, through strengthening Tier 1 core instruction and providing targeted Tier 2 supports within the MTSS framework. Aligned with three-year California Dashboard trends, the school will reduce English Language Arts distance from standard by 9 points, reduce Mathematics distance from standard by 6 points, and increase the percentage of English Learners making annual progress by 3 percentage points, supporting continued growth in academic achievement. Locally, informed by i-Ready middle-of-year trend data, the school will reduce Reading distance from standard by 8 points and reduce Math distance from standard by 7 points, as measured by the i-Ready diagnostic

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LUSD LCAP Goal 1. All students will have access to standards-based curriculum taught by well-trained, highly qualified teachers in well maintained facilities.

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

Identified Need

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

ELA performance remains in the Red category and Mathematics in the Orange category. English Learners continue to perform significantly below peers. Root cause analysis indicates inconsistent Tier 1 instruction and a need for targeted professional learning aligned to instructional priorities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: ELA Distance from Standard	2025 CA Dashboard: 88.1 points below standard	2026 Dashboard: Reduce to 79.1 points below standard
CA Dashboard: Mathematics Distance from Standard	2025 CA Dashboard: 48.0 points below standard	2026 Dashboard: Reduce to 42.0 points below standard
CA Dashboard: English Learner Progress	2025 CA Dashboard: 42.6% making progress	2026 Dashboard: Increase to 45.6% making progress
i-Ready Reading MOY Distance from Standard	MOY 2026: 36.88 points below standard	MOY 2027: Reduce to 28.88 points below standard
i-Ready Math MOY Distance from Standard	MOY 2026: 22.82 points below standard	MOY 2027: Reduce to 15.82 points below standard

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>District Early Literacy ELA TOSA Support</p> <p>Provide district Early Literacy ELA TOSA support to strengthen K–3 literacy instruction, intervention systems, and implementation of evidence-based early reading practices aligned to district literacy priorities. The ELA TOSA will support teachers through collaborative planning, modeling, data discussions, instructional resource support, and assistance with foundational reading practices, including phonics, fluency, comprehension, and language development.</p> <p>Support will include collaboration with teachers and instructional teams to strengthen Tier 1 literacy instruction, targeted intervention supports, and alignment of instructional practices across grade levels. The ELA TOSA will also assist with literacy data review processes, MTSS academic discussions, and implementation support connected to district early literacy initiatives and instructional programs.</p>	All Students	\$0 Central Title I 1150 Teacher Sub \$
1.2	<p>Site-Funded ELA TOSA and Tiered Academic Intervention Support</p> <p>Provide a comprehensive Multi-Tiered System of Supports (MTSS) for English Language Arts through site-funded and district-supported ELA intervention staffing. Supports will include differentiated academic intervention across multiple tiers based on identified student needs and ongoing data analysis.</p> <p>Tier 1 (Core Instruction): Strengthen core instruction and provide supplemental in-class literacy support aligned to grade-level standards and district instructional priorities through site and district-supported staffing resources.</p> <p>Tier 2 (Targeted Intervention): Provide targeted small-group intervention aligned to core instruction for students identified through assessment data and instructional need, partially supported through Title I funding.</p> <p>Tier 3 (Intensive Intervention): Deliver intensive ELA intervention and individualized literacy support for students with significant academic needs through additional intervention supports funded through LCRSET grant resources.</p> <p>Interventions and supports will be aligned to grade-level standards and monitored regularly through student data, progress monitoring, and instructional collaboration to assess effectiveness and guide instructional adjustments.</p>	All Students	\$77,617 Title I 1900 Other Cert Salaries \$28,758 Title I 3000 Benefits \$0 LCFF 1100 Teacher .5 LCRSET

<p>1.3</p>	<p>Strengthen Tier 1 Instruction Through AVID, Instructional Clarity, and Collaborative Professional Learning</p> <p>Provide professional learning, collaboration opportunities, and instructional support to strengthen Tier 1 instruction through AVID strategies, instructional clarity, formative assessment, student engagement strategies, and evidence-based instructional practices aligned to grade-level standards and district priorities. Teachers will continue building understanding of learning intentions, success criteria, student self-assessment, and formative assessment practices to support student learning and instructional responsiveness.</p> <p>Teachers and collaborative teams will participate in PLC collaboration, release day planning, professional learning opportunities, and instructional support focused on strengthening core instruction, academic discourse, differentiated instruction, and supports for multilingual learners. As the site continues developing instructional systems, staff will gradually build capacity around collaborative instructional practices, student-centered learning routines, and instructional reflection processes to support continuous improvement over time.</p> <p>Site leadership and instructional teams will use collaborative discussions, student work analysis, formative assessment evidence, and classroom learning observations to identify instructional strengths, student needs, and future areas for professional learning and support.</p>	<p>All English Language Learners</p>	<p>\$10,000 Title I 1150 Teacher Sub</p> <p>\$2,498 Title I 3000 Benefits</p> <p>\$10,000 Title I 5220 Conference</p>
<p>1.4</p>	<p>Data Conferences and Instructional Planning Through MTSS and PLC Collaboration</p> <p>Provide ongoing collaboration time for teachers and instructional teams to participate in MTSS data conferences and PLC data discussions focused on reviewing student academic, language development, and engagement data. Teams will use local assessment results, formative assessment evidence, student work, and classroom data to identify student strengths and needs, monitor progress, and discuss instructional responses and supports.</p> <p>Data conferences will support collaborative problem solving, instructional planning, and alignment of Tier 1 and targeted supports. Staff will continue building consistency in data analysis practices and collaborative discussions to guide instructional decision-making and student support planning throughout the school year.</p>	<p>All Students</p>	<p>\$10,000 Title I 1150 Teacher Sub</p> <p>\$2,498 Title I 3000 Benefits</p>
<p>1.5</p>	<p>Standards-Aligned Instructional Materials and Technology</p>	<p>All Students</p>	<p>\$22,312 Title I 4300 Materials</p>

	<p>Provide standards-aligned instructional materials, classroom supplies, books, and technology resources to support student achievement and access to high-quality instruction across all content areas. Materials and resources will support implementation of AVID strategies, literacy development, student organization, academic discourse, and differentiated instruction.</p> <p>Instructional technology, classroom supplies, headphones, microphones, Chromebooks, and digital resources will be used to increase student access to instruction, engagement, collaboration, and opportunities for formative assessment and learning support. Classroom libraries and supplemental literacy materials will support reading engagement, independent reading, and access to high-interest texts.</p> <p>Instructional materials and technology resources will be monitored through classroom implementation and instructional use to support equitable access to learning opportunities for all students.</p>		<p>\$2,000 Title I 4328 Warehouse Supplies</p> <p>\$10,000 Title I 4400 Equipment (\$500-\$9,999)</p> <p>\$3,000 Title I 4375 Technology (under \$500)</p> <p>\$3,000 Title I 5715 Print Shop</p> <p>\$5,000 Title I 4200 Books</p>
1.6	<p>EL Bootcamp: English Learner Support and Language Development</p> <p>Provide supplemental English Learner support opportunities focused on strengthening academic language, vocabulary, speaking, reading, and writing skills aligned to students' English proficiency levels. Students will receive targeted support through ELPAC Bootcamp, tutoring, scaffolded instruction, and extended learning opportunities designed to increase language development and access to grade-level content.</p> <p>Teachers and support staff will use designated and integrated ELD strategies, guided practice, academic discourse opportunities, and targeted intervention supports to strengthen student progress and language acquisition.</p>	English Learners	<p>\$2,000 Title I 1120 Teacher Temp</p> <p>\$1,000 Title I 2120 Para Temp</p> <p>\$552 Title I 3000 Benefits</p>
1.7	<p>Before and After School Academic Support</p> <p>Provide targeted before and after school intervention opportunities to extend learning time and support students needing additional assistance in English Language Arts and Mathematics. Students will receive small-group, standards-aligned instruction focused on addressing skill gaps, strengthening foundational skills, and supporting academic growth.</p> <p>Student participation will be identified through assessment data, classroom performance, and MTSS recommendations. Instruction will include supports for English Learners through academic language development, scaffolded instruction, and structured opportunities for student discussion and engagement.</p>	All Students	<p>\$5,000 Title I 1120 Teacher Temp</p> <p>\$2,000 Title I 2120 Para Temp</p> <p>\$1,168 Title I 3000 Benefits</p>

	Staff will monitor student progress regularly and adjust instructional supports and groupings based on student needs and ongoing data review.		
1.8	<p>Standards-Aligned Study Trips and Enrichment Opportunities</p> <p>Provide standards-aligned study trips and enrichment opportunities to extend classroom learning and strengthen student understanding of English Language Arts, Mathematics, Science, and other core content areas through real-world and hands-on learning experiences. Study trips will be connected to grade-level standards and instructional units to support student engagement, background knowledge, academic discourse, and application of learning.</p> <p>Teachers will incorporate pre- and post-learning activities, including reading, writing, discussion, and reflection opportunities, to reinforce instructional connections and deepen student understanding. Funding support will be provided to help ensure equitable access and participation for all students, including English Learners and economically disadvantaged students.</p>	All Students	<p>\$5,000 Title I 5872 Field Trips</p> <p>\$7,000 Title I 5712 Transportation</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Social-Emotional/Behavioral

Beckman Elementary School will foster a safe, inclusive, and supportive learning environment that prioritizes student engagement, positive behavior, and social-emotional wellness. Through a comprehensive Multi-Tiered System of Supports (MTSS), the school will strengthen Tier 1 expectations, build staff capacity to support diverse student needs, and implement proactive systems that promote self-regulation, belonging, and student well-being.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Beckman Elementary has identified a need to strengthen schoolwide systems to support student behavior and social-emotional wellness. Current data and staff feedback indicate inconsistent implementation of Tier 1 behavior expectations, an increase in student behavioral and self-regulation needs, and a growing demand for more effective, proactive approaches to supporting student well-being.

Additionally, staff have expressed the need for increased capacity in implementing trauma-informed practices, de-escalation strategies, and supports for students with sensory and social-emotional needs. While systems are in place, there is a need for greater alignment, consistency, and clarity in how staff respond to student behavior and support social-emotional development across all settings.

To address these needs, the school will prioritize strengthening adult capacity, implementing proactive and preventative systems, and ensuring that all students have access to a safe, supportive, and predictable learning environment that fosters both academic success and social-emotional growth.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard: Suspensions	2025 CA Dashboard Suspension Indicator: ALL student group is orange, which is an average 2.9% suspended per day.	2026 CA Dashboard Suspension Indicator: ALL student group will be yellow with a reduction in average suspended by .9%.
CA Dashboard: Chronic Absenteeism	2025 CA Dashboard Chronic Absenteeism: All student group is yellow which indicates 25.3% of our population are chronically absent.	2026 CA Dashboard Chronic Absenteeism: ALL student group while staying yellow will reduce the percentage of our population that is chronically absent by 5% to 20.3%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Strengthen School Climate and Student Wellness Through Tier 1 Supports</p> <p>Provide schoolwide activities and assemblies designed to strengthen positive student behavior, school connectedness, social-emotional wellness, and student engagement. Assemblies and schoolwide supports will reinforce behavior expectations, positive decision-making, relationship skills, and a positive school climate across all settings.</p> <p>Schoolwide activities will support consistent messaging around behavior expectations, student wellness, and positive school culture while promoting student engagement and connectedness to school.</p>	All Students	<p>\$5,000 Title I 5800 Prof and Operating/Consultants Educational Assemblies to Improve Student Behavior and Wellness</p>
2.2	<p>Targeted Tier 2 and Tier 3 Behavioral Supports and PBIS Data Systems</p> <p>Provide targeted behavioral and social-emotional supports for students identified through MTSS processes, behavior data, and student support discussions. Staff will use PBIS systems, student behavior data, and collaborative problem-solving processes to identify student needs, monitor progress, and support implementation of targeted behavioral interventions and student supports.</p> <p>Behavior support collaboration time will be used to review student behavior data, discuss intervention effectiveness, and strengthen consistency of Tier 2 and Tier 3 behavioral supports across the school site.</p>	All Students	<p>\$400 Title I 5875 Technology Licenses SWIS \$1,000 Title I 1920 Other Cert Temp Time Card PBIS Collaboration \$251 Title I 3000 Benefits</p>

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Involvement

Beckman Elementary School will strengthen meaningful family engagement and partnerships to support student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

Family engagement is inconsistent, and communication is often reactive rather than proactive.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Conference Attendance	93% parent conference attendance rate	Increase parent conference attendance to 95%
Family Engagement Activities	8 family engagement events held during the school year	Increase family engagement opportunities by holding a minimum of 10 events during the school year

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	School-Community Organized Events/Activities Throughout the school year, there will be organized activities such as parent-teacher conferences, workshops, educational and social parent/student events, ELAC and SSC meetings, and volunteer opportunities to facilitate parent participation in the school community.	All Students	\$500 Title I: Parent Involvement 4325 Food For Meetings Refreshments Parent Meetings \$1,800 Title I: Parent Involvement 4300 Materials Materials for family night events such as STEAM Night, Game Night
3.2	Communication	All Students	\$649 Title I: Parent Involvement

	Dedicated to fostering clear and effective communication with parents, provide regular updates and important information through various channels including flyers, apps, sandwich boards, and newsletters. Communication will include school events, academic progress, and important announcements and dates. I		5715 Print Shop To print posters/flyers and resources for home-school communication.
3.3	<p>Increase Meaningful Parent Involvement for English Learner (EL) Families</p> <p>Increase meaningful parent involvement for English Learner (EL) families by providing linguistically supportive communication, translation services, and inclusive family engagement opportunities that strengthen school-home connections and increase participation in school activities and events.</p> <p>Provide translation support for parent meetings, workshops, school events, and family engagement activities to improve communication and accessibility for English Learner families. Parent involvement activities will support participation in ELAC, school events, and opportunities that help families better understand school programs, student learning, and ways to support students at home.</p> <p>Fingerprinting support will be provided to help reduce barriers to parent volunteering and participation in school activities and events.</p>	All Students	<p>\$500 Title I: Parent Involvement 2120 Para Temp 20 hours of translation for events \$311 Title I: Parent Involvement 3000 Benefits Benefits \$300 Title I: Parent Involvement 2920 Other Class Temp 10 hours of translation liaisons \$1000 Title I: Parent Involvement 5800 Prof and Operating/Consultants Parent fingerprinting</p>

Goals, Strategies, & Proposed Expenditures

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$222,114.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$222,114.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$217,054.00
Title I: Parent Involvement	\$5,060.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$222,114.00

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 (\$)
Central Title I	\$0.00
LCFF	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$222,114.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	217,054.00
Title I: Parent Involvement	5,060.00

Expenditures by Budget Reference

Budget Reference	Amount
1100 Teacher	0.00
1120 Teacher Temp	7,000.00
1150 Teacher Sub	20,000.00
1900 Other Cert Salaries	77,617.00
1920 Other Cert Temp	1,000.00
2120 Para Temp	3,500.00
2920 Other Class Temp	300.00
3000 Benefits	36,036.00
4200 Books	5,000.00
4300 Materials	24,112.00
4325 Food For Meetings	500.00
4328 Warehouse Supplies	2,000.00
4375 Technology (under \$500)	3,000.00
4400 Equipment (\$500-\$9,999)	10,000.00
5220 Conference	10,000.00

5712 Transportation	7,000.00
5715 Print Shop	3,649.00
5800 Prof and Operating/Consultants	6,000.00
5872 Field Trips	5,000.00
5875 Technology Licenses	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1150 Teacher Sub	Central Title I	0.00
1100 Teacher	LCFF	0.00
1120 Teacher Temp	Title I	7,000.00
1150 Teacher Sub	Title I	20,000.00
1900 Other Cert Salaries	Title I	77,617.00
1920 Other Cert Temp	Title I	1,000.00
2120 Para Temp	Title I	3,000.00
3000 Benefits	Title I	35,725.00
4200 Books	Title I	5,000.00
4300 Materials	Title I	22,312.00
4328 Warehouse Supplies	Title I	2,000.00
4375 Technology (under \$500)	Title I	3,000.00
4400 Equipment (\$500-\$9,999)	Title I	10,000.00
5220 Conference	Title I	10,000.00
5712 Transportation	Title I	7,000.00
5715 Print Shop	Title I	3,000.00
5800 Prof and Operating/Consultants	Title I	5,000.00
5872 Field Trips	Title I	5,000.00
5875 Technology Licenses	Title I	400.00
2120 Para Temp	Title I: Parent Involvement	500.00
2920 Other Class Temp	Title I: Parent Involvement	300.00

3000 Benefits	Title I: Parent Involvement	311.00
4300 Materials	Title I: Parent Involvement	1,800.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	649.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	210,403.00
Goal 2	6,651.00
Goal 3	5,060.00

School Site Council Membership

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

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

Name of Members	Role
Gina Azevedo	Principal
Jennifer Vasques	Classroom Teacher
Aimee Ramsower	Classroom Teacher
Shannon Lucas	Classroom Teacher
Monse Bertolozzi	Other School Staff
Lila Murillo	Parent or Community Member
Lyndsey Buirch	Parent or Community Member
Manuela Garcia	Parent or Community Member
Jessika Werner	Parent or Community Member
Michelle Millum	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



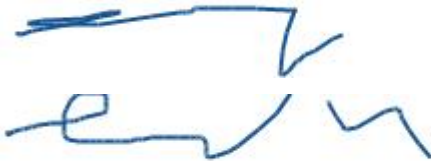
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 4/28/26.

Attested:



Principal, Gina Azevedo on 4/28/26

SSC Chairperson, Lila Murillo on 4/28/26