



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beckman School	Elementary	39685856108856	April 29, 2025	

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement	4
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Goals, Strategies, & Proposed Expenditures.....	7
Goal 1.....	7
Goal 2.....	17
Goal 3.....	22
Budget Summary	25
Budget Summary	25
Other Federal, State, and Local Funds	25
Budgeted Funds and Expenditures in this Plan	26
Funds Budgeted to the School by Funding Source.....	26
Expenditures by Funding Source	26
Expenditures by Budget Reference	26
Expenditures by Budget Reference and Funding Source	27
Expenditures by Goal.....	27
School Site Council Membership	28
Recommendations and Assurances	29

Plan Description

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

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

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

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

Strategies to Address Goal #1 for ESSA Compliance:

Regularly review and align curriculum with state standards.

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

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

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

Strategies to Address Goal #2 for ESSA Compliance:

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

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

Goal #3: Safe and Connected School Environment

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

Strategies to Address Goal #3 for ESSA Compliance:

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

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

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Comprehensive Needs Assessment (CNA) process at our school followed a structured, collaborative approach aligned with the WestEd framework and School Site Council (SSC) guidance. This three-phase process ensured the collection of diverse data and stakeholder input to inform the development of a responsive and inclusive School Plan for Student Achievement (SPSA).

Phase One: Self-Reflection

The process began with a self-reflection phase in January 2025, during which 30 members of the school's instructional team—including teachers, administrators, and support staff—participated in the Four Domains CALL (Comprehensive Assessment of Leadership for Learning) survey. School leaders also completed a reflective self-assessment tool to evaluate practices aligned to the Four Domains for Rapid School Improvement. These tools captured internal perspectives on leadership, instruction, culture, and systems.

Phase Two: Quantitative Data and Artifact Review

In the second phase, the team analyzed Lodi Unified's accountability data—such as student attendance and achievement data found on the school's report card—alongside artifacts provided by the school. These artifacts included

examples of instructional practices, intervention supports, and systems for behavior and family engagement. This triangulation of perception data and hard evidence provided a well-rounded understanding of school performance.

Phase Three: Onsite Engagement

The third phase emphasized direct engagement with the school community through onsite interviews and focus groups. Stakeholders included teachers, classified staff, students, and parents. Forums such as the School Site Council (SSC), English Learner Advisory Committee (ELAC), parent advisory groups, staff meetings, and student focus groups were all utilized to gather input, validate findings, and build consensus around the school's strengths and areas for growth. These forums ensured that all voices were heard and valued in shaping the SPSA.

Ongoing Engagement and Continuous Improvement

Our school is committed to ongoing collaboration with educational partners throughout the year to monitor progress and make necessary adjustments to the SPSA. The SSC will continue to serve as a key structure for reviewing data, evaluating the implementation of strategies, and refining actions based on impact. ELAC and parent advisory groups will receive regular updates and provide feedback to ensure alignment with the needs of English learners and other subgroups. Staff meetings will include regular time for reviewing data, adjusting instructional strategies, and ensuring that actions remain relevant and targeted.

To maintain clear and consistent communication with all stakeholders, we will use multiple strategies, including monthly newsletters, school-wide messaging apps, dedicated SPSA updates during parent meetings, and translated communications to reach all families. Student voice will continue to be elevated through classroom circles, surveys, and student leadership forums.

This inclusive and collaborative approach ensures that the SPSA is not only a reflection of data but also of the shared vision and priorities of the entire school community. By continuing to involve educational partners throughout the year, we are committed to creating a dynamic plan that evolves with the needs of our students and school.

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.

Based on the needs assessment and a review of California School Dashboard and local data, we have identified the following areas requiring significant improvement:

English Language Arts – RED

The overall performance in English Language Arts is in the Red performance category, indicating need for targeted instructional support and intervention. This area demonstrates significant underperformance compared to state expectations and highlights a need for strategic efforts to strengthen foundational literacy skills, improve curriculum alignment, and ensure access to effective instructional practices for all students, particularly those performing below grade level.

Mathematics – ORANGE

Mathematics performance is in the Orange category, reflecting below-average achievement. This indicates a need for enhanced support in numeracy instruction, more consistent tiered interventions, and professional learning around best practices in mathematics instruction. Additionally, data disaggregation may reveal student groups (e.g., English Learners, socioeconomically disadvantaged students) needing further support.

Chronic Absenteeism – YELLOW

Chronic absenteeism is marked as Yellow, but this remains an area of concern, especially when considering potential disparities across student groups. Increased absenteeism correlates with lower academic performance, making it a focus for continued monitoring and intervention.

Suspension Rate – YELLOW

The Suspension Rate is also Yellow, suggesting room for improvement in school climate and behavior support systems. A review of disaggregated data is essential to ensure equitable practices and to reduce suspensions among disproportionately affected student groups.

English Learner Progress – BLUE

Although English Learner Progress is in the Blue performance category (which indicates strong progress), continued monitoring is necessary to ensure long-term language development and academic success, especially in content areas such as ELA where English Learners may still struggle.

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.

1. English Language Arts (All Students: RED)

No student group performed two levels below Red, as Red is the lowest level.

2. Mathematics (All Students: ORANGE)

Students with Disabilities – RED

(One level below)

3. Chronic Absenteeism (All Students: YELLOW)

Asian – RED

(Two levels below)

4. Suspension Rate (All Students: YELLOW)

White – ORANGE

(One level below)

Students with Disabilities – ORANGE

(One level below – not significant)

5. English Learner Progress

All Students: N/A – cannot measure gap relative to All Students

Referring to the California School Dashboard, we identified the following significant performance gaps where student group performance was two or more performance levels below the “All Students” performance:

- In Chronic Absenteeism, Asian students performed at the Red level, which is two performance levels below the Yellow level for all students.

These gaps indicate a need for targeted interventions to address chronic absenteeism among Asian students and to strengthen math instruction and supports for students with disabilities.

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

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.

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.
LUSD LCAP Differentiated Assistance Goal: Differentiated Assistance: With the assistance of support staff and targeted intervention, English Learners, students with disabilities, and students experiencing homelessness will show growth in college and career readiness, math and ELA. Students experiencing homelessness will also show improvement in suspensions and chronic absenteeism.

Identified Need

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

Based on a review of the California School Dashboard and local data, Beckman Elementary School has identified several areas requiring significant improvement:

Areas of Low Performance:

- English Language Arts (ELA): The school’s overall performance in ELA is in the Red category, indicating a substantial need for improvement in reading and language arts achievement.
- Mathematics: Performance in math falls within the Orange category, showing that targeted interventions are necessary to support student growth in numeracy skills.

Performance Gaps Among Student Groups:

- English Language Arts (ELA)

Identified Priority Needs and Steps Taken:

Through the Comprehensive Needs Assessment (CNA) and Root Cause Analysis conducted in collaboration with WestEd, the following high-leverage needs were identified:

Need #1: Provide Rigorous, Evidence-Based Instruction (Four Domains Practice 3.2)

- Teachers currently use data to inform instruction, but there is inconsistency in the implementation of rigorous and standards-aligned instructional practices across grade levels.
- Steps taken include enhancing math instruction through small-group interventions and support from a Teacher on Special Assignment (TOSA).
- Moving forward, the school is focusing on developing a more cohesive instructional framework aligned with content standards to support consistent, high-quality teaching practices across all classrooms.

Need #2: Targeted Professional Learning Opportunities (Four Domains Practice 2.2)

- Although multiple professional development (PD) offerings exist at the district level, Beckman Elementary teachers have expressed the need for more personalized and relevant training.
- Specific areas of focus include small-group instruction, conceptual understanding in math, and strategies for English Language Learners.
- To address this, the school is prioritizing differentiated PD that is tailored to the unique instructional and classroom management needs of its educators.

Together, these findings guide Beckman Elementary in continuous improvement efforts, focusing on strengthening instruction, personalizing teacher support, and building a more consistent and rigorous educational environment to improve student outcomes.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
K-2 DIBELS Assessment	<p>During the 2024-2025 school year, 41% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2024-2025 school year, 38% of English Learner Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p>	<p>During the 2025-2026 school year, 46% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year (MOY) DIBELS assessment.</p> <p>During the 2025-2026 school year, 43% of Kindergarten-2nd grade English Learner students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.</p>
California Dashboard: ELA	All Students were red on the 2024 California Dashboard. This was 79.8 points below standard.	All Students will be Orange which is 76.8 points below standard on the 2025 California Dashboard.

	English Learners were red on the 2024 California Dashboard. This was 85.5 points below standard.	English Learner Students will be Orange which is 82.5 points below standard on the 2025 California Dashboard.
3rd-6th Grade CAASPP English Language Arts	<p>During the 2023-2024 school year, 20.79% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2023-2024 school year, 6.73% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in ELA.</p>	<p>During the 2024-2025 school year, 25.79% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p> <p>During the 2024-2025 school year, 11.73% of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in ELA.</p>
3rd-6th iReady MOY ELA Assessment	<p>During the 2024-2025 school year, 23% of 3rd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2024-2025 school year, 10.75% of 3rd-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>	<p>During the 2025-2026 school year, 28% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p> <p>During the 2025-2026 school year, 15.75% of 3rd-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.</p>
3rd-6th Grade CAASPP Mathematics	<p>During the 2023-2024 school year, 18.75% of 3rd-6th grade students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2023-2024 school year, 11.42% of 3rd-6th grade English Learner students met or exceeded standards on CAASPP/SBAC Assessments in Mathematics.</p>	<p>During the 2024-2025 school year, 22.75% of 3rd-6th grade students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p> <p>During the 2024-2025 school year, 16.42 % of 3rd-6th grade English Learner students will meet/exceed standards on CAASPP/SBAC Assessments in Mathematics.</p>
K-6 iReady MOY Mathematics Assessment	<p>During the 2024-2025 school year, 20% of K-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2024-2025 school year, 6.8% of 1st-6th grade English Learner students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>	<p>During the 2025-2026 school year, 25% of K-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p> <p>During the 2025-2026 school year, 11.8% of 1st-6th grade English Learner students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in Mathematics.</p>
California Dashboard: Mathematics	All Students were orange on the 2024 California Dashboard for Mathematics. This was 78.7points below standard.	All Students will be Yellow which is 75.7 points below standard on the 2025 California Dashboard for Mathematics.

	English Learners were orange on the 2024 California Dashboard for Mathematics. This was 80.2 points above/below standard.	English Learners will be Yellow which is 77.2 points below standard on the 2025 California Dashboard for Mathematics.
5th Grade California Science Test CAST	<p>During the 2023-2024 school year, 8.2% of 5th grade students met or exceeded standards on CAST Assessment in Science.</p> <p>During the 2023-2024 school year, 0% of 5th grade English Learner students met or exceeded standards on CAST Assessment in Science.</p>	<p>During the 2024-2025 school year, 13.2% of 5th grade students will meet/exceed standards on the CAST Assessment in Science.</p> <p>During the 2024-2025 school year, 5% of 5th grade English Learner students will meet/exceed standards on the CAST Assessment in Science.</p>
California Dashboard: Science	<p>All Students Group is 28.2 points below standard</p> <p>English Learners Group is 28.5 points below standard</p>	<p>The All Students Group is 23 or lower points below standard</p> <p>The English Learners Group will be 23 or lower points below standard</p>
California Dashboard: English Learner Progress Indicator	61% (Blue) made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	65% will be making progress towards English language proficiency as demonstrated by the 2025 CA Dashboard to maintain Blue.

Strategies/Activities

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

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

	<ul style="list-style-type: none"> Maintain consistent communication and interaction with administrators. <p>Assessment Support:</p> <ul style="list-style-type: none"> Assist in DIBELS and SIPPS testing as needed. Progress monitors own intervention students every 3 to 6 weeks. Provide assistance to teachers with testing timelines. 		
1.2	<p>Site-Based ELA Intervention Teacher: Supports K-6 District Literacy Initiative alongside ELA TOSA focusing on 4-6 interventions.</p> <p>Student Support: Push-in targeted assistance to 4-6 students who need extra help with literacy skills such as reading and writing.</p> <p>Collaboration with ELA TOSA and Tier 3 Intervention Teacher (LCRST grant funded): Work closely with ELA TOSAs to align intervention efforts with district literacy initiatives, Collaborate on developing and implementing effective literacy interventions based on District Coaches and TOSA's expertise and district goals.</p> <p>Data Analysis and Progress Monitoring: Use data to identify students who require literacy support and track their progress over time.</p> <p>Collaborate with ELA TOSA and classroom teacher to inform instructional planning and intervention strategies.</p> <p>Professional Development: Participate in professional development opportunities provided by the district to enhance literacy instruction and intervention strategies.</p>	Students 4-6	<p>\$108,388 Title I 1100 Teacher Site Funded Intervention \$38,744 Title I 3000 Benefits Benefits</p>
1.3	<p>MTSS Data Conferences and Analysis</p> <p>Provide release time for teachers to:</p> <ul style="list-style-type: none"> Analyze universal screeners and state/local data to identify trends and areas for improvement. Collaborate, plan, and respond with best practices. Foster collaboration among teachers to develop targeted intervention strategies. Tailor instructional practices based on data insights to address diverse student needs. Include specialists such as speech therapists, resource specialists, intervention teachers, counselor-tiered approach while considering the whole child. Use Data Collection Sheets to track individual student progress. 	All Students	<p>\$8,400 Title I 1150 Teacher Sub Subs for MTSS Data Conferences \$2,097 Title I 3000 Benefits Benefits for Subs for MTSS Data Conferences</p>

	<ul style="list-style-type: none"> Evaluate intervention effectiveness and instructional strategies for continuous improvement. 		
1.4	<p>Supplemental Resources to Support Implementation of AVID and Visible Learning</p> <p>Purchase supplemental instructional resources and materials that support the implementation of AVID strategies and Visible Learning practices across classrooms. These may include organizational tools, student planners, focused note-taking materials, AVID curriculum supports, Visible Learning reference guides, and anchor charts that promote clarity of learning. Resources will be used to reinforce college and career readiness skills, increase student engagement, and support instructional practices aligned with clear learning intentions, success criteria, and formative assessment.</p>	All Students	<p>\$7,928</p> <p>Title I</p> <p>4300 Materials</p> <p>AVID and VL Resources</p>
1.5	<p>MTSS (Multi-Tiered System of Supports) Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to intervention and instruction. Some key activities that may occur during MTSS collaboration time include:</p> <p>Data Review and Analysis: Educators examine student data to identify patterns, trends, and areas of need across academic, behavioral, and social-emotional domains. This analysis informs decision-making for tiered interventions.</p> <p>Progress Monitoring: Teams review progress monitoring data to assess the effectiveness of current interventions and determine if adjustments are needed to support student growth.</p> <p>Problem-Solving Discussions: Educators engage in collaborative problem-solving to address challenges faced by students within the MTSS framework. This involves brainstorming strategies, sharing expertise, and leveraging resources to support student success.</p> <p>Curriculum Planning and Differentiation: Teams collaborate to align curriculum with intervention goals, ensuring that instruction is differentiated to meet the diverse needs of students across tiers of support.</p> <p>Professional Learning and Development: Educators participate in professional development sessions focused on evidence-based practices, intervention strategies, and data-driven decision-making within the MTSS framework.</p>	All Students	<p>\$1,000</p> <p>Title I</p> <p>1120 Teacher Temp</p> <p>MTSS Collaboration Time</p> <p>Cards</p> <p>\$251</p> <p>Title I</p> <p>3000 Benefits</p> <p>Benefits for MTSS</p> <p>Collaboration Time Cards</p>

	<p>Parent and Community Engagement Planning: Teams discuss strategies for involving parents and community stakeholders in supporting student success within the MTSS model, including communication strategies and outreach efforts.</p> <p>Implementation Review and Reflection: Educators reflect on the implementation of interventions, sharing successes and challenges, and refining strategies based on ongoing feedback and evaluation.</p> <p>Collaborative Team Meetings: Grade-level or subject-specific teams come together to coordinate efforts, share insights, and align interventions to ensure continuity and coherence in support provided to students.</p> <p>Resource Allocation and Coordination: Teams discuss resource allocation, including staffing, materials, and technology, to optimize support for students at different tiers of the MTSS framework.</p> <p>Documentation and Record-Keeping: Educators maintain detailed documentation of interventions, progress monitoring data, and outcomes to ensure accountability and inform future decision-making.</p> <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
1.6	<p>ELD Instruction and Support for English Learners:</p> <p>English Learners will receive 30 minutes of designated ELD instruction daily, delivered consistently by classroom teachers to ensure access to academic language development aligned with the ELD standards. To strengthen implementation, District ELD Coaches will provide ongoing support and modeling for classroom teachers to enhance instructional practices for EL students. Additionally, Bilingual Para-educators, certificated staff, and classified support staff will work collaboratively to provide targeted instructional support within the core curriculum, ensuring that identified EL students receive differentiated instruction and scaffolds to access grade-level content more consistently. Supplemental Resources to Support English Learners</p>	English Learners	<p>\$0 LCFF 1900 Other Cert Salaries ELD Coach \$0 LCFF</p> <p>Bilingual Para Professional</p>
1.7	<p>Professional Development: Strengthening Instructional Practices through Visible Learning and PLCs</p> <p>Implement ongoing professional development focused on Visible Learning to strengthen</p>	All Students	<p>\$10,000 Title I 1150 Teacher Sub Teacher Sub for VL and PLC PD and Peer Observations \$2,498</p>

<p>classroom instruction across all content areas. Teachers will engage in collaborative planning and lesson design that emphasizes clear learning intentions, success criteria, and formative assessment practices. This work will build teacher clarity, promote student ownership of learning, and improve overall instructional effectiveness. Professional development will also incorporate the PLC model to support data-driven collaboration, alignment of instructional practices, and continuous improvement through shared inquiry.</p> <p>Peer Observations: A coverage schedule will be developed to allow staff to observe peers across grade levels and disciplines</p>	<p>Title I 3000 Benefits Benefits for Teacher Sub for VL and PLC PD and Peer Observations \$0 Central Title I 5800 Prof and Operating/Consultants Corwin PLC+ Work</p>
--	--

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
K-2 DIBELS Assessment	During the 2024-2025 school year, 36% of Kindergarten-2nd grade students will perform at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.	During the 2024-2025 school year, 42% of Kindergarten-2nd grade students performed at or above grade level on the Middle of the Year ((MOY) DIBELS assessment.
California Dashboard: ELA	All Students will be Yellow on the 2024 California Dashboard.	All Students performed in the red category on the 2024 California Dashboard.
2nd-6th iReady MOY ELA Assessment	During the 2024-2025 school year, 27% of 3rd-6th grade students will perform at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.	During the 2024-2025 school year, 23.25% of 2nd-6th grade students performed at or above on the Middle of the Year (MOY) iReady Universal Screener in ELA.
3rd-6th Grade CAASPP English Language Arts	During the 2023-2024 school year, 28% of 3rd-6th grade students will meet or exceed standards on CAASPP/SBAC Assessments in ELA.	During the 2023-2024 school year, 21.25% of 3rd-6th grade students met/exceeded standards on CAASPP/SBAC Assessments in ELA.
CA Dashboard: Mathematics	The ALL student group as demonstrated on the 2024 CA Dashboard report will increase by 3 points towards standard. The performance color for the ALL student group will move from orange to yellow.	The ALL student group as demonstrated on the 2024 CA Dashboard report declined by 4.2 points points towards standard. The performance color for the ALL student group remained at orange.
K-6th iReady MOY Mathematics Assessment	During the 2024-25 school year, 26% of K-6th grade students will perform at or above on the Middle of the Year	During the 2024-2025 school year, 20% of K-6th grade students performed at or above on the Middle

Metric/Indicator	Expected Outcomes	Actual Outcomes
	(MOY) iReady Universal Screener in Math. Grade K-28% Grade 1- 20% Grade 2- 18% Grade 3- 24% Grade 4- 27% Grade 5- 27% Grade 6- 35%	of the Year (MOY) iReady Universal Screener in Mathematics. Grade K- 33% Grade 1- 13% Grade 2- 14% Grade 3- 14 % Grade 4- 22% Grade 5- 12% Grade 6- 32%
3rd- 6th Grade CAASPP Mathematics	During the 2023-24 school year, 22.4% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 29.47% Grade 4- 21.5% Grade 5- 16.65% Grade 6- 19%	During the 2023-24 school year, 18% of 3rd-6th grade students who met or exceeded the standards on CAASPP/SBAC Assessments in Math. Grade 3- 27% Grade 4- 15% Grade 5- 16% Grade 6- 14%
CA Dashboard: English Learner Progress Indicator	50.8% making progress towards English language proficiency as demonstrated by the 2024 CA Dashboard.	61% made progress towards English language proficiency as demonstrated by the 2024 CA Dashboard and increase of 15.2 points.
All teachers will incorporate SIPPS K-6, daily fluency practice and small groups for math utilizing the iReady district curriculum.	26/26 Certificated Teachers will utilize the instructional practices.	26/26 Certificated Teachers will utilize the aforementioned instructional practices.

Analysis

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

At Beckman Elementary, we fully implemented all planned actions to support our academic goals. However, we experienced mixed results in meeting our performance targets:

English Language Arts:

Our goals for English Language Arts were not met on the CA Dashboard Performance Indicator, CAASPP assessments, or the i-Ready Diagnostic. Although we implemented our strategies, overall student performance remained below the expected outcomes.

Mathematics:

Similar to ELA, we did not meet our growth targets in Mathematics across the CA Dashboard, CAASPP, and i-Ready Diagnostic assessments.

Early Literacy (DIBELS):

We successfully met our goal in early literacy, with 42% of Kindergarten–2nd grade students performing at or above grade level on the DIBELS Middle of the Year (MOY) assessment, surpassing our target of 36%.

English Learner Progress:

Our goal was for 50.8% of English Learners to demonstrate growth on the English Learner Progress Indicator. We exceeded this target, with 61% of English Learners showing measurable growth, reflecting strong implementation of designated and integrated ELD strategies.

Implementation Notes:

Although all strategies were implemented, we did not participate in the Science of Reading initiative as initially planned due to our later cohort entry. Additionally, while we were not selected to partner with Solution Tree for site-based Professional Learning Communities (PLCs) this year, we are preparing a team for training this summer to begin PLC implementation in the fall.

In summary, while not all academic achievement goals were met, the site made important progress in early literacy and English Learner outcomes, and foundational structures are being strengthened to support future growth.

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

Several adjustments were made to the School Plan to better support student needs. Funds initially allocated for AVID materials and after-school collaboration were reallocated after it was determined that these resources were underutilized. The reallocated funds, totaling over \$17,000, were used to purchase additional Chromebooks for classrooms to ensure students had consistent access to instructional programs and digital learning tools. The School Site Council reviewed and approved the redistribution of these funds.

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.

Although funding is limited, our needs assessment has informed the development of targeted actions to strengthen student outcomes. Key additions to the plan include:

- A focused implementation of Visible Learning strategies, beginning with an emphasis on writing instruction to improve clarity, engagement, and student agency.
- The establishment of Professional Learning Communities (PLCs) to support collaborative planning, data analysis, and the ongoing refinement of instructional practices.
- These adjustments are aligned with our school's mission to provide high-quality, equitable education and to ensure that all students are supported in reaching their full potential.

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

1. Chronic Absenteeism

- Overall: 30.5% of students are chronically absent, placing the school in the Yellow performance level.
- Student Groups in Red or Orange:

> Red: Asian students

> Orange: Students with Disabilities, White students

- Key Gap: A disparity exists between the Asian student group (Red) and student groups with higher performance levels (Green/Blue/Yellow).
- Action Taken: Chronic absenteeism declined by 5.5%, suggesting current strategies are having some impact but require strengthening, especially for the lowest-performing groups.

2. Suspension Rate

- Overall: 2.2% of students were suspended at least once, also in the Yellow performance level.
- Student Groups in Orange:

> Students with Disabilities

> White students

- Yellow Group: Socioeconomically Disadvantaged
- Key Gap: Students with Disabilities are underperforming compared to Hispanic students (Green) and Asian/English Learner students (Blue).
- Action Taken: Suspension rate was maintained (0.2% increase), indicating stagnation and a need for more targeted behavior support interventions.

Performance Gaps

- Underperforming Group:

> Students with Disabilities appear in the Orange category for both Suspension Rate and Chronic Absenteeism.

- Ethnic Disparities:

> Asian students are performing in the Red for Chronic Absenteeism, while they perform better in Suspension Rate (Blue).

* Groups with No Reported Color (No Data or Too Few Students):

> Several student groups lack performance colors (e.g., African American, Foster Youth, Homeless, Pacific Islander), which may indicate low subgroup size but still represent a gap in data and need for monitoring.

Steps Taken / In Progress

- Monitoring and targeted support for students with disabilities to reduce both suspensions and absenteeism.
- School-wide PBIS efforts and SEL programs may need to be refined or intensified to reach underperforming groups.
- Need to build tailored interventions for Asian students in addressing absenteeism.
- Continued analysis and disaggregation of student data to inform SSTs, Academic Conferences, and MTSS Tier 2/3 supports.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - Chronic Absenteeism	2024 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group is yellow, which is a decrease of 5.5 % Asian Increased by +7.0 to 35.0% (21/60) achieving a Performance Level Color of Red	2025 CA Dashboard Chronic Absenteeism Indicator: ALL Student Group will be Green, but with a decrease of 10 to 20.5% Asian Decrease by .5 to to 34.5% or lower achieving a Performance Level Color of Orange
CA Dashboard - Suspension Rate	2024 CA Dashboard Suspension Indicator:	2025 CA Dashboard Suspension Indicator:

	ALL Student Group is yellow, which is maintained with a minimal change of 0.2%.	ALL Student Group will be Green, which is a maintenance of 2.2%.
Positive Behavioral Interventions and Supports (PBIS) Implementation Fidelity	2024-2025 Local Data: Tier 1 TFI Score 97% Tier 2 TFI Score 100% Tier 3 TFI Score 82%	2025-2026 Local Data: Tier 1 TFI Score 100% Tier 2 TFI Score 100% Tier 3 TFI Score 87%
PBIS Recognition	No Recognition for the 2024-2025 School Year	Platinum for the 2025-2026 School Year
Panorama Survey	38% of Beckman students indicate feelings of self-efficacy	43% of Beckman students will indicate feelings self-efficacy

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>Positive Behavioral Intervention and Supports Collaboration</p> <p>Educators engage in various activities aimed at enhancing student outcomes through a comprehensive and coordinated approach to PBIS strategies. Some key activities that may occur during PBIS collaboration time include:</p> <p>Leadership and Coordination:</p> <ul style="list-style-type: none"> • Lead the implementation of PBIS within the school. • Coordinate efforts across the school community including administrators, teachers, staff, students, and families. • Facilitate regular team meetings to plan, monitor, and adjust PBIS initiatives. • Data Collection and Analysis: • Collect and analyze behavior data to identify trends and areas of concern. • Use data to make informed decisions about interventions and supports. • Monitor the effectiveness of PBIS strategies and interventions over time. <p>Developing and Implementing PBIS Systems:</p> <ul style="list-style-type: none"> • Establish clear behavioral expectations (behavioral matrix) for all areas of the school. • Develop and implement a tiered system of supports (universal, targeted, intensive) based on student needs. • Design and implement proactive strategies to prevent challenging behaviors. <p>Training and Professional Development:</p>	All Students	<p>\$1,000</p> <p>Title I</p> <p>1920 Other Cert Temp</p> <p>PBIS Collaboration Time</p> <p>Cards</p> <p>\$249</p> <p>Title I</p> <p>3000 Benefits</p> <p>Benefits for PBIS</p> <p>Collaboration Time Cards</p>

	<ul style="list-style-type: none"> • Provide training to staff on PBIS principles, strategies, and practices. • Support staff in implementing PBIS strategies in their classrooms and across the school environment. • Collaborate with outside experts and resources to improve staff training. <p>Supporting Staff and Students:</p> <ul style="list-style-type: none"> • Offer guidance and resources to teachers and staff for implementing behavior interventions. • Provide direct support and guidance to students who require additional behavioral support. • Foster a positive and inclusive school culture through PBIS initiatives. <p>Family and Community Engagement:</p> <ul style="list-style-type: none"> • Involve families in PBIS activities and initiatives. • Communicate PBIS principles and expectations to families and gather their input and support. • Collaborate with community organizations <p>Evaluation and Continuous Improvement:</p> <ul style="list-style-type: none"> • Regularly evaluate the effectiveness of PBIS practices and interventions. • Use evaluation findings to make data-driven decisions and improvements to the PBIS framework. • Ensure ongoing fidelity and sustainability of PBIS implementation. <p>(Note: All collaboration time must be supported by documentation with attendees, dates, times, and details of the discussion. This documentation must be kept at the site and readily accessible for program monitoring.)</p>		
2.2	<p>SWIS Suite will be used to collect referral data and make active, data-driven decisions to create the kind of school where every student is successful.</p> <ul style="list-style-type: none"> • Counselor will complete data entry for PBIS team to analyze. • Administrators, Counselor and the PBIS team will utilize the analysis to develop an action plan for classroom presentations, social emotional groups, teacher training and restorative practices. 	All students	<p>\$0 Central Title I 5875 Technology Licenses SWIS License</p>

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard - Chronic Absenteeism	Beckman's goal will be to be to achieve green for the 2023-2024 School Year	Yellow - A decrease of 5 %.
CA Dashboard - Suspension Rate	Beckman's goal is to maintain Green for Suspensions	Yellow - A maintenance with a 0.2% difference.
PBIS Recognition	Platinum for the 2024-2025 School Year 2024-2025 Local Data: Tier 1 TFI Score 97% Tier 2 TFI Score 100% Tier 2 TFI Score 97%	Unexplained for the 2024-2025 School Year 2024-2025 Local Data: Tier 1 TFI Score 97% Tier 2 TFI Score 100% Tier 2 TFI Score 97%
Panorama Survey	46% will have self-efficacy according to the survey.	57.5% have self-efficacy according to the survey.

Analysis

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

Beckman Elementary made partial progress toward its goals. The chronic absenteeism rate improved with a 5% decrease, but this was not enough to shift the Dashboard rating from Yellow to Green. The suspension rate remained steady, with only a 0.2% change; however, adjustments to state metrics led to a drop from Green to Yellow on the Dashboard. Although Beckman met all PBIS criteria, the school did not receive formal recognition due to an application submission error. On a positive note, the school exceeded its goal for student self-efficacy, with Panorama survey results showing 57.5% of students reporting high levels of self-efficacy, surpassing the 46% target.

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

There were no major differences between the intended implementation and the budget expenditures to implement the strategies/activities articulated in the goal.

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

To address ongoing challenges in chronic absenteeism and suspension rates, Beckman Elementary will implement additional strategies focused on proactive support. The mental health team will lead enhanced social-emotional learning (SEL) instruction across grade levels to build student resilience and reduce behavior-related incidents. Additionally, the school will adopt a new discipline tracking system to monitor trends and inform timely interventions. This data-driven approach will support early identification of at-risk students and guide staff in implementing preventive, Tier 1 and Tier 2 behavioral supports. These adjustments are intended to positively impact both chronic absenteeism and suspension metrics in the coming year.

Goals, Strategies, & Proposed Expenditures

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

Goal 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.

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 fosters a collaborative and engaged school community, as evidenced by strong stakeholder communication systems, effective schoolwide PBIS implementation, and universal use of ClassDojo to enhance family engagement. Despite these strengths, the Needs Assessment focus group feedback revealed a need to further increase parent involvement following the disruptions caused by the COVID-19 pandemic. Addressing barriers to parent engagement and student attendance remains a priority. Strengthening family-school partnerships will support improved attendance and provide students with the academic and social support needed to thrive. Building upon Beckman's existing culture of collaboration and leveraging established communication tools, the school will implement additional strategies to deepen family connections and engagement in school improvement efforts.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Involvement Opportunities	Beckman had 10 parent involvement activities school wide for parents to volunteer on campus. Our goal is to increase this by 20%.	12 parent involvement activities will be offered throughout the school year school wide.
Parent Recognition	Beckman holds an appreciation event where parents are awarded a certificate for volunteering. We recognized 20 parents. Our goal is to increase this by 20%.	24 parents will be recognized for a certificate for volunteering.

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	All Students	\$500 Title I: Parent Involvement

	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.		4325 Food For Meetings Light Refreshments \$1,000 Title I: Parent Involvement 4300 Materials To purchase materials for family night events such as STEAM Night or Winter Concert
3.2	<p>Communication</p> <p>Dedicated to fostering clear and effective communication with parents, we will provide regular updates and important information through various channels, including flyers, email newsletters, parent portals, and mobile apps. Communication will include school events, academic progress, and important announcements. In addition, we encourage ongoing dialogue about students' individual needs and achievements to ensure they receive the best support.</p>	All Students	<p>\$300 Title I: Parent Involvement 2120 Para Temp To timecard paras for translation or support at events \$118 Title I: Parent Involvement 3000 Benefits Benefits \$300 Title I: Parent Involvement 2200 Class Support Temp To timecard my liaison or librarian for support at events. \$119 Title I: Parent Involvement 3000 Benefits Benefits \$500 Title I: Parent Involvement 5715 Print Shop To print posters/flyers, and resources for the home-school connection</p>
3.3	<p>Increase meaningful parent involvement of English Learner (EL) families by fostering relationships, reducing barriers, and providing culturally and linguistically inclusive opportunities.</p> <p>Culturally Inclusive Family Workshops – Host interactive workshops on navigating the school system, supporting student learning at home, and understanding EL programs. Offer sessions at convenient times with childcare and food provided.</p> <p>Parent Leadership & Advocacy – Offer leadership training and opportunities for EL parents to serve on advisory committees (e.g., ELAC/DELAC) to amplify their voices in school decision-making.</p> <p>Flexible Volunteering Opportunities – Create accessible volunteer roles that accommodate different schedules, skill sets, and language abilities to encourage participation.</p>	All Students	<p>\$975 Title I: Parent Involvement 5800 Prof and Operating/Consultants Fingerprinting Parent Volunteers (13)</p>
3.4	<p>Student-Led Family Engagement Events – Encourage student-led events, such as multilingual literacy nights or cultural celebrations, to create a comfortable and engaging atmosphere that fosters parental participation.</p>	All Students	<p>\$760 Title I: Parent Involvement 4300 Materials To purchase materials to support a student-led cultural event</p>

	Home-School Partnerships – Develop a system where teachers and staff make personal outreach efforts (phone calls, home visits, etc.) to build relationships and provide guidance on how parents can support their child's education.		
--	--	--	--

Annual Review

SPSA Year Reviewed: 2024-25

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Parent Involvement Opportunities	10 parent involvement activities will be offered throughout the school year school wide.	Beckman completed more than 10 parent involvement activities throughout the school year.

Analysis

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

All planned strategies to enhance parent involvement were implemented, with the exception of sending a parent representative to the CAFE conference. Beckman Elementary successfully increased the number of schoolwide parent involvement activities compared to the previous year, and event attendance reflected strong community interest. The school not only met but exceeded its goal of offering new and diverse opportunities for families to engage with the school community, demonstrating growth in both the quantity and quality of parent engagement.

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

The SPSA was adjusted to better align with site needs by reallocating funds originally intended to send a parent to the CAFE conference. Instead, funds were used to support fingerprinting costs for parent volunteers, removing a key barrier to participation and increasing opportunities for family engagement on campus.

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.

All current actions in this goal will remain in place due to their effectiveness in increasing parent involvement. To further strengthen family engagement and celebrate the diversity of our school community, we will expand our parent involvement opportunities to include a multicultural event. This addition aims to foster inclusive participation and build stronger connections among families, students, and staff.

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	\$185,127.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$185,127.00
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	\$180,555.00
Title I: Parent Involvement	\$4,572.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$185,127.00

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: \$185,127.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Central Title I	0.00
LCFF	0.00
Title I	180,555.00
Title I: Parent Involvement	4,572.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1100 Teacher	108,388.00
1120 Teacher Temp	1,000.00
1150 Teacher Sub	18,400.00
1900 Other Cert Salaries	0.00
1920 Other Cert Temp	1,000.00
2120 Para Temp	300.00
2200 Class Support Temp	300.00
3000 Benefits	44,076.00
4300 Materials	9,688.00
4325 Food For Meetings	500.00
5715 Print Shop	500.00
5800 Prof and Operating/Consultants	975.00
5875 Technology Licenses	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1900 Other Cert Salaries	Central Title I	0.00
5800 Prof and Operating/Consultants	Central Title I	0.00
5875 Technology Licenses	Central Title I	0.00
	LCFF	0.00
1900 Other Cert Salaries	LCFF	0.00
1100 Teacher	Title I	108,388.00
1120 Teacher Temp	Title I	1,000.00
1150 Teacher Sub	Title I	18,400.00
1920 Other Cert Temp	Title I	1,000.00
3000 Benefits	Title I	43,839.00
4300 Materials	Title I	7,928.00
2120 Para Temp	Title I: Parent Involvement	300.00
2200 Class Support Temp	Title I: Parent Involvement	300.00
3000 Benefits	Title I: Parent Involvement	237.00
4300 Materials	Title I: Parent Involvement	1,760.00
4325 Food For Meetings	Title I: Parent Involvement	500.00
5715 Print Shop	Title I: Parent Involvement	500.00
5800 Prof and Operating/Consultants	Title I: Parent Involvement	975.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	179,306.00
Goal 2	1,249.00
Goal 3	4,572.00

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
Aimee Ramsower	Classroom Teacher
Janine Jacinto	Classroom Teacher
Jennifer Vasques	Classroom Teacher
Monse Bertolozzi	Other School Staff
Manuela Garcia	Parent or Community Member
Kendra Sandeen	Parent or Community Member
Jessica Werner	Parent or Community Member
Michelle Millum	Parent or Community Member
Brandy Stone	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
-----------	----------------------------------

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 4/29/25.

Attested:



Principal, Gina Azevedo on 4/30/25



SSC Chairperson, Aimee Ramsower on 4/30/25