Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Elihu Beard Elementary

50 711676052625
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date	Local Board Approval Date
May 11, 2023	June 20, 2023

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Contact Person: Monica Lombardo
Position: Principal
Telephone Number: (209) 574-1942
Address: 915 Bowen Ave.
E-mail address: lombardo.m@monet.k12.ca.us

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Section 1 School Mission Statement and Description

School Mission Statement:
Beard Elementary believe in academic success for all. Our aim is to provide rigorous target instruction fostering life long learning for all students. Working collaboratively with families and the community ALL students will progress academically, socially, and emotionally in a safe and secure environment.

School Description:
Built in 1955, Beard Elementary School is located in north-central Modesto at 915 Bowen Avenue. It is one of twenty-two elementary schools in the district. It serves a wide population of diverse students. The school is in good condition due in part to the dedicated and caring staff. Students within our attendance area are mainly Hispanic and White. The income level of the families falls into the low to the high socio-economic range with most students meeting free or reduced meal eligibility.

The school serves a diverse group of approximately 480 Transitional Kindergarten through 6th-grade students. The student population is 63% socioeconomically disadvantaged and for 24% of our students, English is their second language. The ethnic composition is Hispanic 55%, White 18%, African American 7%, Asian 3%, Two or More 10% and 7% other. Beard's population is comprised of students living in the local neighborhood with others arriving by bus from various neighborhoods around Modesto. In addition to 14 regular education K-6 classes, there are five Special Education classes located on the Beard Campus, two Learning Handicapped and three Severely Handicapped classes. Students with Disabilities make up 23% of our student population.

Beard has many programs helping students become successful. Full-day kindergarten, of which we have 3 classes, and full-day transitional kindergarten have been implemented for 3 years. Teachers teach English Language Arts with McGraw Hill Wonders and math with SWUN Mathematics (K - 6th grade). ASES, an after-school program, serves approximately 150 students. Our RISE program is geared at improving reading and math foundational skills and has been offered to students in grades K - 6. Approximately 70 students are enrolled in the ELA RISE program and 40 students are enrolled in the Math RISE program. The Before School Care which is open to all Beard students and provides before school care and an opportunity to practice computer skills, complete homework, read, and collaborate with other students has 64 students enrolled. Beard has a computer lab with a full-time computer literacy teacher. The goal is to teach computer skills to proficiency. Modesto City Schools also provides a Prep Provider who works weekly with students on a variety of skills from character traits to physical education.

Modesto City Elementary: TK-8
Migrant Education /Title I Part C supplemental instructional and support services are provided to the Modesto City Schools migrant students through a Memorandum of Understanding with the Merced County Office of Education/Migrant Education Region 3. These services are directly provided by Migrant Education Region 3 staff to preschool and elementary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by two Support Services Liaisons. The current migrant student eligibility list is maintained on a monthly basis and is cross-referenced with the district student database to keep student lists current. The Supportive Services Liaisons additionally provide referrals for supplemental health and social services to migrant families identified in the Modesto City Schools attendance area. The migrant parents assist the district and region in evaluating migrant educational services through their participation in the Migrant Parent Advisory Committee which meets six times per year. Migrant Education services are determined each year in collaboration with the Modesto City Schools District to maintain or modify them based on a review of prior year services and funding allocations.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

X   Schoolwide Program

X   Additional Targeted Support and Improvement

       English Language Learners, African American, and Two or More Races

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

The SPSA goals are aligned to MCS LCAP. The SPSA meets ESSA requirements, has metrics set to the CA Dashboard, and is written and evaluated by educational partners.

Beard Elementary is an ATSI school for English Language Learners, African Americans, and Two or More Races.
English Language Learners qualified for ATSI in the areas of ELA, Math, and Attendance. The site plans to focus on the EL students this year by having ongoing professional development for integrated and designated ELD. Also, the site will focus on academic vocabulary and having students reading, write, and speak everyday. Teachers will strategically support the ELs by provided scaffolds such as word walls, sentence frames, think time, and providing visuals.

English Language Learners, African Americans, and Two or More Races all qualified for ATSI due to attendance. As a site, we will be developing an Attendance Plan. The plan will include a communication plan for students who have 3+ unexcused absences. The site will utilize the Family Support Specialist and Parent Ambassador to provide trainings and support for parents. In addition, the site will have an Attendance Incentive Plan for students who have perfect and improved attendance. We will monitor the ASTI subgroups to provide additional support and resources. For ELs, we will continue to have the ELAC meetings to support parents with attendance. We will utilize the district Equity & Intervention Specialist for resources and supports for African Americans and Two or More Races.

Resource Inequities

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

Inequities:

Staffing: We are only provided a 50% Vice Principal to support instruction, attendance, and PBIS on campus. The site has been without additional staff to support attendance and parent outreach. The positions we have been without are the Family Support Specialist and the Parent Ambassador. We should have had two positions to support in these areas. and neither position was able to be filled for the entire school year due to staffing shortages. We have not had a Behavioral Consultation Model (BCM) Clinician on campus for the majority of the year to support the social/emotional needs on campus, again due to staffing shortages.

Facilities: With growing enrollment and going into the 69th year of Beard's initial construction, we have identified there is a need for additional classroom spaces and space for a Multi Purpose Room such as; a space for intervention program offering, Parent Center and Professional Development space for our Beard Community. Though the campus is in good condition and even though maintained, our campus has not been

upgraded and does not provide the necessary facilities such as a multi purpose room to hold large gatherings for parent support, to hold parent meetings, and large gatherings to support student learning. Aa a result of the limitations of space on campus, we are unable to most effectively provide resources to students due to space considerations.

Section 3 Educational Partners Involvement

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

Involvement Process for the 2022-23 SPSA Annual Review and Update

Elihu Beard Elementary School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Elihu Beard Elementary School's 2022-2023 SPSA which include the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred during the March - May 2023 SSC, ELAC, Site Leadership and staff meetings.

Involvement Process for the 2023-24 SPSA and Update

Using input from all educational partners: SSC, ELAC, School Leadership team, and site teachers reviewed the evaluation of the 2022-2023 SPSA and then discussed how to move forward for the 2023-2024 SPSA. This process included in providing all educational partners with the prior SPSA. This process occurred during SSC, ELAC, Site Leadership, and staff meetings in March - May 2023.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

Beard has been an MTSS (Multi-tiered System of Support) school for the past 5 years. This program has provided small group reading instruction to all TK - 6-grade students. With the assistance of an MTSS Coach and instructional paraprofessionals students in need of additional academic intervention were provided with support and small group instruction focused on developing reading proficiency to enhance student achievement and increase the percentage of students meeting standards. The MTSS team utilized district-provided instructional material to pre-assess, teach, monitor, and post assess all students. Students received small group instruction 5 times per week. An instructional para was utilized to assist with Tier II and Tier III instruction. Students were identified based upon DIBELS, CAASPP, ELPAC, fluency, benchmark, teacher observations, and writing assessments. All students received small group instruction focused on developing reading and writing foundation skills to increase proficiency.

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

Due to substitute shortage, we were not able to have as many data dives as were allocated in the budget. Also, we did not utilize all of the money allocated for MTSS materials as originally 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.

The MTSS of support will continue to support all students TK - 6. Additional time will be allocated to educate parents on grade level standards, how to interpret progress reports and report cards, and grade level achievement expectations.

IDENTIFIED NEED (Data Analysis)

ELA

Based on DIBELS we identified that 70-89% of All students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:
Provide PD engagement opportunities, continue schoolwide MTSS, daily admin walk thoughts to ensure fidelity with curriculum and daily instruction, progress monitoring that includes weekly check ins, and monitoring
Increase to number of teacher who have LTRS training to understand the science of reading.

ELA PD

Based on Analysis of Assessment Data we identified the following area of need in professional development CIPD support

To address this the school can:
The school will utilize support from ELA and Math instructional coaches to assist with designated ELD instruction, engagement strategies, pacing.

Additionally we analyzed specific data to indicate the following need(s):

MTSS progress monitoring data was analyzed to determine students' progress throughout the year to develop the next steps. In addition BOY, MOY, and EOY DIBELS data was analyzed to determine areas of need in grades K - 3. Fourth-grade writing data was analyzed to determine needs and the next steps in developing writing skills. In addition, benchmark assessment student data, in ELA, was analyzed to determine the effectiveness of instruction and MTSS intervention.

Discuss the areas of strength and need based on data analysis:

Disaggregating data provided evidence that first and second grade students are struggling with phonemic awareness and phonics skills. Whereas the second and third-grade students are struggling with decoding and basic comprehension skills. DIBELS was administered to all grade level at the beginning of the year, middle of the year, and at the end of the year. This assessment provides data on early literacy skills. When comparing BOY to MOY assessments growth was made in all areas. Phonemic awareness 70% of students were performing well below benchmark at the beginning of the year. This number decreased to 59% at the middle of the year. DIBELS data shows an increasing trend in students meeting or exceeding literacy skills as they progress. Fourth-grade students were administered 2 writing assessments, which showed minimal growth.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard 15 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -63.3	Goal -43.3
English Learners (EL)	Actual -81.5	Goal -66.5
Students with Disabilities (SWD)	Actual -82.5	Goal -67.2
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to ensure students master grade level foundational skills. **Identify strategies utilized to ensure students meet or exceed grade level reading & writing standards.**					
Schoolwide (SW)	Professional Development for teachers to develop and implement researched based practices to improve students achievement. Professional Development DIBELS/Tandem Teaching/LTRS training Instructional materials (Corrective Reading, Reading Mastery, and Language for Learning materials) to support academic intervention and student growth. Utilize MTSS coach to assist with intervention training (both teacher and instructional para) and monitoring student progress. Utilize instructional para to assist with Tier II and Tier III instruction.	Weekly walkthrough data to monitor the use of classroom engagement strategies, student engagement, and evidence of student learning. ELA assessment data MOY compared to EOY DIBELS data, walkthroughs to monitor implementation of DIBELS strategies/Tandem Teaching/LTRS MTSS progress monitoring data weekly/monthly to track student progress and growth. Compare BOY, MOY, and EOY data to track progress. Track student growth of teachers receiving coaching Intervention program progress monitoring in Reading Mastery, Phonics for Reading, and Corrective Reading. Track	Materials and Supplies	Title 1 Supplies and Services	13660

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Trimester Data Meetings	Review of current data, create action plan to address need, review and update throughout the year. Use BOY and MOY data from DIBELS, ELA benchmarks, and MTSS progress monitoring to track progress	Certificated Substitutes	Title 1 Professional Development	
English Learners (EL)	MTSS instructional para to assist with Tier II and Tier III instruction.	Intervention program progress monitoring Reading Mastery, Phonics for Reading, Corrective Reading. Data sources MTSS progress monitoring, CFAs, ELA benchmarks.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Utilize MTSS coach to assist with training staff and monitoring student progress and utilize current data and CFA's to progress monitor language development	Use of ELPAC assessment results to assist with training needs and track progress			
	Provide students with support and small group instruction focused on developing	Classroom implementation of EL strategies monitored through classroom walkthroughs, progress monitoring data, and specific EL progress Tier II and Tier III ongoing progress monitoring utilizing DIBELS Writing data to progress monitor Wonders Assessment results grades 1 and 2			
	Professional Development on Designated and Integrated ELD support in the classroom.	Classroom implementation of EL strategies monitored through classroom walkthroughs, progress monitoring data, and specific EL progress			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Students with Disabilities (SWD)	Professional Development, for all teachers, on effective instructional strategies for various disabilities and supporting differentiation in the classroom	Track PD through sign in sheets, surveys Monitor implementation with classroom walkthroughs.			
	Students struggling in reading who are performing two or more grade levels below, in any academic area, will receive Tier 3 interventions	Monitor implementation of GIFT and specialized imbedded strategies during site walkthroughs to support SWD.			
Other Student Groups					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

For the 2022-2023 school year, Beard made a good faith effort to implement all of the strategies/activities/interventions noted within the 2022-2023 Single Plan for Student Achievement. Prior to last year, Beard focused PD in Math with the support of our SWUN Math Coach and District Job Embedded Math Coach. As a result from Math CAASPP data, we have identified we had an overall increase of 13% for Math SBAC. This year, our focus will continue to be in closing the achievement gap in both math, and ELA, and will now include a deeper emphasis in social emotional learning. Preventative measures listed as strategies, analyzing of data, strategic planning and design of interventions as well as purposeful and intentional development and delivery of professional development will be targeted to reflect needs of our learning community in the area of Math and mastery development. During the 2023-2024 school year, Beard will be going into their and final year of SWUN coaching with SWUN math coach.

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

Due to substitute shortage, we were not able to have as many data dives as were allocated in the budget. Also, the site is still working through utilizing the SWUN curriculum with fidelity.

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.

Beard is in the third year with SWUN math curriculum. Professional development, provided by the district, will be ongoing throughout the year. PLCs will focus on the instructional design, diagnostic assessments, pre/post-assessments, student engagement. With the implementation of SWUN math curriculum side by side coaching, monthly support along with the administration of assessments that match CAASSP testing will be utilized. Support for families will be provided with a math night and Parent Square posts.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Benchmark/ Curriculum Embedded Assessments we identified that 70-89% of All students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:
Implement SWUN BTBF daily, track student growth, and provide additional small group instruction

MATH PD

Based on Assessment Data we identified the following area of need in professional development Access to specific math PD

To address this the school can:
Utilize the district SWUN coach, district math coach, and to provide ongoing support and training to disaggregate data

Additionally we analyzed specific data to indicate the following need(s):

Based SBAC and Benchmark data for the SPED and EL population, we need to strategically focus on those populations to increase student outcomes.

Discuss the areas of strength and need based on data analysis:

Teachers are strengthening efforts within the PLC process. To further drive the concerted efforts and droll into the data, use of performance matters would enhance the effectiveness of activity occurring within grade-level PLCs.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2   Improve Distance from Standard 17 points or maintain status if above standard

	2021-22 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual -73.5	Goal -56.5
English Learners (EL)	Actual -86.8	Goal -69..8
Students with Disabilities (SWD)	Actual -94.3	Goal -77.3
Other Student Groups	Actual	Goal

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Increase the percent of students meeting or exceeding grade level Math Standards.					
Schoolwide (SW)	Professional Development with SWUN coach to implement SWUN math curriculum with fidelity.	Track BTBF data, unit assessments, and exit tickets to monitor effectiveness of instruction.	Material and supplies	Title 1 Supplies and Services	3000
	Professional Development in GRR model and strategies to support the implementation of research based math practices to improve student achievement.	Effectiveness and Need will be monitored through: Weekly/Daily walkthrough/TEAMS GRR strategies, student engagement, and evidence of student learning			
	Provide teachers with opportunities to attend PD workshops/seminars focused on improved academic achievement in CCSS and monitoring data.	Track PD through sign-in sheets, surveys, PD catalog Monitor implementation of GIFT through walkthroughs			
	Host a Parent Math Nigh so parents can support students at home.	Track PD through sign-in sheets, surveys			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Trimester Data Dive meetings to address need/close achievement gap	Trimester meeting to develop action plan, progress monitor			
English Learners (EL)	Provide students with supports focused on developing English proficiency and increased academic vocabulary and to enhance students achievement in math	BOY and EOY assessment data, exit tickets, unit assessments, CFA's, Math interim assessments			
	PD focused on designated and integrated instructional time.	Track PD through sign in sheets, surveys Monitor implementation of GIFT through walkthroughs, conferencing, and PLC's and monitor EL student growth as compared to previous year			
Students with					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Disabilities (SWD)	Professional Development for all teachers on effective instructional strategies for various disabilities. SWD task force to identify the need and a focus for student achievement	Daily weekly walkthroughs to include Schoology conferences - monitor student engagement and participation Track PD through sign-in sheets, surveys Monitor implementation of GIFT through walkthroughs, TEAMS conferencing			
Other Student Groups					

Section 4 Attendance Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: Attendance

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

All strategies were implemented and worked in tandem to increase student attendance. Student recognition and the implementation of PBIS Rewards served to increase student self-esteem and support the importance of attendance. Parent training was provided during parent meetings and during parent-teacher conferences to provide an understanding of the educational system and the correlation between attendance and student achievement.

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

Due to continued attendance protocols in place by the CDC, rewarding perfect or improved attendance was inequitable because students were told they had to stay home. We continue to identify year to date data to identify our current attendance rate

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

We will address by building a detailed comprehensive attendance plan. Comprehensive Attendance Plan is being developed to address students absent two or more days, chronically absent, perfect attendance class wide and individual, students who were often absent and improved attendance, etc. An increase in SART, SARB, home visits and communication between school to home will be our focus. The plan will outline our plants to reward and incentivize students with strong or perfect attendance. The plan will also outline how we will team with educational partners to address undesired attendance behaviors and patterns occurring with individual students as well as specific subgroups(African America, EL, and Two or More Races). Ongoing training and full implementation of PBIS Rewards will continue to support student attendance and build positive self-esteem/relationships.

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

Based on Dashboard Attendance we identified that 70-89% of All students are in need of support / intervention in the area of: Attendance

To address this the school can:
Provide parent information on the importance of attending school and the adverse affects of negative school attendance. In addition, educate students on importance of attending school. Track attendance, parent meetings, and student presentations for actual impact.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development
PD from SAS/Mental Health Specialist

To address this the school can:
To improve student attendance weekly/monthly meetings with parents will be held to address attendance
concerns, support parents, and educate them on the impacts of poor attendance.

Additionally we analyzed specific data to indicate the following need(s):

Based on the Analysis of attendance data we identified the following area of need is to increase parent
outreach and provide effective supports to decrease our chronic absentee rate. In addition, we need to
increase the number of home visits and SART meeting for the chronically absent students.

Discuss the areas of strength and need based on data analysis:

The site will focus on increasing the attendance rate for the for the ATSI subgroups (EL, African American,
and Two or More Races). To increase the attendance rate, the site needs to have to staffing to support the
parents with the barriers they may be having to get the students to school. Due to staffing shortages, the site
did not have a Family Support Specialist or a Parent Ambassador.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 To increase student attendance rate by 0.5% or to 98% and to decrease chronic absenteeism rate by 1% or maintain green/blue status

	Increase student attendance rate by 0.5% or to 98%.		Decrease chronic absenteeism rate by 1%	
	2022-23 Final Data	**2023-24 Data Goal Increase**	**2022-23 Final Data / District Preliminary Data**	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 90.88%	Goal 91.38%	Actual 27.74%	Goal 26.74%
English Learners (EL)	Actual 91.97%	Goal 92.47%	Actual 22%	Goal 21%
Students with Disabilities (SWD)	Actual 89.27%	Goal 89.77%	Actual 33.8%	Goal 32.8%
Other Student Groups Two or More Races & African American	Actual 88 / 91%	Goal 88.5 / 91.5%	Actual 43.75 / 27.78%	Goal 42.75 / 26.78%

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies utilized to decrease the percent of students with absenteeism and promote attendance.					
Schoolwide (SW)	Perfect and Improved Attendance recognition at monthly assemblies to support attendance in correlation to student achievement. Positive Behavior Intervention Support - create campus wide attendance expectations and communicate them on a regular basis. Plan monthly SART Meetings Create an Attendance Incentive Plan to include incentives for perfect and improved attendance.	Data Dashboard reports, MOSIS data	Supplies	Title 1 Supplies and Services	2000
English Learners					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
(EL)	Provide support to EL families in developing an understanding of the educational system and the correlation between attendance and student achievement.	Surveys from parents regarding Monthly ELPP meetings, Weekly attendance reports and EL parent surveys			
	Utilize Parent Ambassador and FSS to communicate/survey parents regarding the need and to increase parent engagement	Surveys/track parent communication			
	Provide onsite parent classes	Attendance			
Students with Disabilities (SWD)	Meet with case managers to track and review attendance and hold IEP meetings for students who miss 5+ days.	Track weekly/monthly attendance reports for SWD			
		Parent meetings - sign-ins Surveys to parents track results			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Ongoing parent training and support in developing and understanding the educational system and the correlation between attendance and student achievement.				
Other Student Groups Two or More Races & African Americans	Utilize Parent Ambassador and FSS to communicate/survey parents regarding the need and to increase parent engagement

Ongoing parent training and support in developing and understanding the educational system and the correlation between attendance and student achievement. | Surveys/track parent communication | | | |
| | | | | | |
| | | | | | |

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____	_____	_____		
	_____	_____	_____		

Section 4 PBIS Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: PBIS

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

The PBIS team meet three times during the year to review discipline data. Staff development was provided at monthly staff meetings to reinforce PBIS strategies and school rules. In addition, PBIS Rewards was implemented schoolwide.

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

No differences.

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 continue implementing strategies that promote positive behavior and develop district character traits in students. Some of the strategies that staff believed helped to foster our aim were the weekly Friday shout-outs of positive student behavior, and monthly student of the month assemblies. The school is also looking for ways to promote and implement PBIS Rewards to promote positive behavior and character traits recognition by all staff members. Additionally, due to a lack of socialization and inconsistent attendance, PBIS and classroom behavioral expectation may need to be retaught and practiced on a regular basis.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Referrals/Incidents we identified that 0-49% of All students are in need of support / intervention in the area of: Behavior

To address this the school can:
Beard will hold assemblies, recess rodeo to provide ongoing support and education of playground rules and expectations. In addition, with the support of SAS provided by Center for Human Services, classroom presentation will be conducted monthly to provide PBIS strategies to support problem solving. Beard also utilized the Second Step program Schoolwide to support and educate students on expected behavior.

PBIS PD

Based on Referrals we identified the following area of need in professional development PD from SAS / Mental Hlth Spcst

To address this the school can:
Provide PD from Center for Human services; flyers, newsletter, classroom presentations

Additionally we analyzed specific data to indicate the following need(s):

Based on referral data we identified that teachers need additional training on providing Tier I Behavior supports in the classroom to support in reducing the number of referrals for off-task and/or defiant behavior.

Discuss the areas of strength and need based on data analysis:

The site has fully implemented PBIS Rewards and is continuing to find ways to promote the program. After reviewing the counseling data, we found that 100+ students have been referred for counseling services this school year, and we frequently had a wait list. To prevent this from happening next year, we are adding an additional day of SAS services so students can access counseling services sooner.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% or maintain green/blue status on the CA Dashboard.

	Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%	
	2022-23 Final Data / District Preliminary Data	**2023-24 Data Goal Increase**
Schoolwide (SW)	Actual 3.25%	Goal 2.95%
English Learners (EL)	Actual 1.8%	Goal 1.5%
Students with Disabilities (SWD)	Actual 2.15%	Goal 1.85%
Other Student Groups	Actual %	Goal %

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Identify strategies to reduce the number of discipline incidents and promote PBIS.					
Schoolwide (SW)	PBIS team consisting of certificated and classified staff will track, monitor and provide suggestions to increase positive behavior Random weekly drawing recognizing positive behavior, schoolwide incentives for improved behavior to ensure behavior is not a mitigating factor in student academic success	Create and survey students - track results	supplies	Title 1 Supplies and Services	3000
	Continue Implementation of PBIS REWARDS	Application will track and monitor student rewards/incentive points. Program will monitor who awards points and how they are earned. Students will access account to monitor, track and spend points			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Increase SAS days to support the social/emotional and behavioral needs of the students	Monitor monthly discipline data/ MOSIS and Data Dashboard	1 additional day of SAS	Title 1 Supplies and Services	13800
	Professional development on Tier I behavior supports	Monitor monthly discipline data/ MOSIS and Data Dashboard			
English Learners (EL)	Provide Support for families regarding behavior. expectations and developing a proactive approach to ensure behavior is not a mitigating factor in student achievement	Parent Meetings - monitored through sign in sheets and Parent Surveys			
Students with Disabilities (SWD)		Monitor Monthly discipline data-and MOSIS Data Dashboard			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide Support for families, utilizing SAS, regarding behavior. expectations and developing a proactive approach to ensure behavior is not a mitigating factor in student achievement				
Other Student Groups					

Section 4 Academic Equity, Opportunity, and Awareness

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Academic Equity, Opportunity, and Awareness

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

The PLTW program was not implemented to its fullest potential. Though many staff have been trained on PLTW, they did not utilize the curriculum or provide student access to the hands-on science curriculum.

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

Due to the PLTW program not being implemented to the fullest potential, the funds for supplies and professional development were not utilized in the way they were originally allocated.

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.

There will be a decrease in funds going toward the PLTW program until we have staff utilizing the program. We will continue to encourage the usage of the PLTW curriculum and provide PD to the teachers who have not receive the training needed to utilize the curriculum.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on STEM/STEAM Data we identified that 90-100% of All students are in need of support / intervention in the area of: Increase access / participation

To address this the school can:
Work to ensure all Beard teachers are fully training in PLTW.
Beard will be implementing Project Lead the Way in all grades TK-6. This program provides transformative learning experiences for students and teachers using STEM curricula coupled with real world applications

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Participation rate in PD we identified the following area of need in professional development Access to specific PD

To address this the school can:
Provide teachers with STEM PLTW professional development and training to become certified in PLTW.

Additionally we analyzed specific data to indicate the following need(s):

Surveyed the teachers to see who has utilized the PLTW curriculum and to see who has received the necessary training.

Discuss the areas of strength and need based on data analysis:

The implementation of PLTW, an activity, project, and problem-based curriculum, has the potential to increase student engagement for ALL students. PLTW creates an environment where students will thrive. Based on ATSI data ELs are struggling in the area of ELA and Math. Support with ELA and Math concepts will increase with the continued implementation of PLTW. We need to increase the usage of PLTW so students have to access to the benefits that PTLW can provide.
Due to a parent survey and classroom walk throughs, the site will work to increase ensuring all students feel represented in the curriculum, at the site, and have equitable access to all in the classroom and on campus. After reviewing ELA and Math Benchmark data, it has been determined that students need access to interventions on campus. To improve overall student outcomes, the site will work to increase the number of student enrolled in RISE ELA and Math.

Subject: Academic equity, Opportunity, and awareness

LEA/LCAP: | LCAP Goal 1

Goal #5 Fully implement Project Lead the Way in all classrooms to create an academically focused learning environment through collaboration and critical inquiry. In addition, provide professional development training in PLTW to new teachers.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Implementation of PLTW (Project Lead the Way) STEM program	Creating an academically focused learning environment through collaboration, critical inquiry, and collaboration. Monitored through observations and PLTW notebooks. Creation of posters to promote, celebrate, and recognize achievement.	Supplies	Title 1 Supplies and Services	1500
			Professional Development	Title 1 Professional Development	3348
	PD on creating equitable classrooms and equitable campus	Walkthroughs. Books celebrating culture and equity Posters	Supplies	Title 1 Supplies and Services	500
	Increase the number of students enrolled in the RISE ELA and Math.	RISE Enrollment numbers, teacher input, review RISE data, increase the number of teacher who participate in RISE.			
English Learners (EL)	Implementation of PLTW				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
		.Creating an academically focused learning environment with hands on real world experiences, critical inquiry, and collaboration. Monitored through observations and PLTW notebooks.			
Students with Disabilities (SWD)	Implementation of PLTW	Creating an academically focused learning environment with the incorporation of hands-on real-world experiences, collaboration, and critical inquiry. Monitored through observations and PLTW notebooks.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	_____ _____	_____ _____	_____		
Other Student Groups	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		
	_____ _____	_____ _____	_____		

Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 7

Subject: Parent Involvement

SPSA Annual Review
SPSA Year Reviewed: 2022-23

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

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

> The utilized the Parent Engagement & Outreach department to host a variety of trainings this year. Overall, they were well attended and supported the parents and community. In addition, we hosted weekly English classes for our non-English speaking parents.
> Also, we have an active PTO who has supported the site with events and fund raisers that engages and encourages parents to participate in school activities.

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

> We were not able to able to hold as many parent involvement events due to not having the necessary staff support. The site did not have a Family Support Specialist or a Parent Ambassador due to staffing shortages.

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.

> As a site we utilized the Parent Engagement department more to support with parent outreach and trainings.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach, parents' needs include: supporting student literacy

To address this the school can:
Continue with the parent EL class to provide further development of the English Language. Also, during monthly parent meetings focus on strategies to build reading foundation skills at home, provide in-depth training on the report card and state standards, along with a focus on attendance and behavior.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

Based on Input from Parent Engagement & Outreach we identified the following area of need in professional development Access to specific parent involvement PD

To address this the school can:

Provide strategic professional development based on site needs during school hours and after school by appointment.

Additionally we analyzed specific data to indicate the following need(s):

Based our the site's attendance data, we need to increase the parent trainings and outreach regarding the importance of attendance and being to school on time.

Discuss the areas of strength and need based on data analysis:

Based on data increasing parent involvement is paramount and the parent-to-school connection is imperative. Data indicates the need for increased parent involvement. To meet this need Beard will increase parent communication, institute parent surveys, increase parent meetings, and connect with community stakeholders.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent involvement and engagement by surveying parents to determine topics of interest and schedule monthly informational meetings on the impact of attendance and academic achievement.

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Schoolwide (SW)	Monthly parent meeting informing parents on students achievement, ongoing programs, and parent involvement.	Attendance	Refreshments/Supplies	Title 1 Parent Involvement	1915
	Additional office hours to assist parents with technology, curriculum, attending parent meetings, parent-teacher conferences	Attendance Surveys to parents Parent participation	Interpretation	Title 1 Parent Involvement	683
	Provide support for parents to assist math and literacy, parent meetings, and with assisting students	Participation and attendance at parent meetings			
English Learners (EL)		Surveys and parent participation			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Provide support to EL families in developing and understanding the CCSS academic requirements and developing effective strategies to support students and increase academic achievement				
	Provide translator to support EL parents during parent meetings, parent/teacher conferences, and written communication.	Track parent involvement and attendance			
	Additional office hours to assist parents with technology, curriculum, registration, accessing curriculum				
	Translator to assist our EL families with technology, curriculum, registration, curriculum, online platforms, communication	Track and monitor parent participation			
		Attendance			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Parent EL class to support English Development				
Students with Disabilities (SWD)	Provide support to SPED families in developing and understanding the IEP goals and developing effective strategies to support students and increase academic achievement	Presentations			
Other Student Groups					

Section 5 Staffing

Subject: Staffing

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
Provide support to EL families in developing and understanding the CCSS academic requirements and developing effective strategies to support students and increase academic achievement. Provide support to EL families in developing an understanding of the educational system and the correlation between attendance and student achievement.	TCII Translator	Title 1 Positions	26253	Support EL families ELA/Math/PBIS//Equity-Attendance/surveys
Utilize instructional para to assist with Tier II and Tier III academic interventions	Instructional Para	Title 1 Positions	44543	Close achievement gap/ELA/Math Progress monitoring/MTSS data tracking
Increase instructional para hours to support Tier II and Tier III academic intervention	Instructional para additional hour	Title 1 Positions	14848	Close achievement gap/ELA/Math Progress monitoring/MTSS data tracking

Description of Specific Actions (strategies) to Improve Student Achievement	Position	Funding Source	Estimated Cost (Salary and benefits)	Alignment to SPSA Goal and monitoring
		_____		
		_____		

Section 6 Budget Summary

Site Categorical Budget

Total Allocations		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Title 1 Positions	85644	0.00
Title 1 Professional Development	3348	0.00
Title 1 Parent Involvement	2598	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	37460	0.00

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

<u>Budget Summary</u>

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	$129,050
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	$
Total Funds Provided to the School Through the Consolidated Application	$129,050
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Current allocation budgeted for strategies to meet the goals in the SPSA	$129,050.00
Grand total budgeted including carryover from Section 11	$129,050

<u>Other Federal, State, and Local Funds</u>

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: $

Total of State and local programs that the school is including in the schoolwide program: $

Section 8 School Site Council Membership

2023 - 2024 **SCHOOL SITE COUNCIL (SSC) MEMBERSHIP** **Elementary (K-6)** **SCHOOL: Elihu Beard Elementary**	

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

Parents/Community Members	**Staff**
1. Name: Ella Mae Bowie Term: 2021-2023 XParent Community Member	1. Name: Monica Lombardo **Principal**
2. Name: Daniel Frederick Term: 2021-2023 XParent Community Member	2. Name: Jon Pggi Term: 2021 - 2023 **Teacher**
3. Name: Adrienne Mota Term: 2021-2023 XParent Community Member	3. Name: Melissa Gales Term: 2021 - 2023 **Teacher**
4. Name: Aide Reyna Term: 2021-2023 XParent Community Member	4. Name: Melissa Hixson Term: 2021 - 2023 **Teacher**
5. Name: Edith Robles Term: 2021-2023 XParent Community Member	5. Name: Term: **Teacher**
6. Name: Term: Parent Community Member	6. Name: Paula Cuevas Term: 2021 - 2023 **Other School Staff**

Section 9 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 the following:

The SSC is correctly constituted and was formed in accordance with the governing board policy 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 before adopting this plan.

Name	Advisory Group
Karla Pineda Mendoza	English Language Advisory Council (ELAC)
Melissa Gales, Jon Poggi, Jessica Elkins, Leah Moore	Site Leadership Team (SLT)

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 the 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 academic performance.

This SPSA was adopted by the SSC at a public meeting on: 05/11/2023 04:00 pm

Attested:

Monica Lombardo	SSC Chairperson
Melissa Hixson	SSC Vice Chairperson
Paula Cuevas	SSC Secretary