

Modesto City Schools

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Fred C. Beyer High School

50711755030010
CDS Code

TITLE 1 Schoolwide

Schoolsite Council (SSC) Approval Date

May 15, 2023

Local Board Approval Date

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: Dan Park
Position: Principal
Telephone Number: (209) 574-1647
Address: 1717 Sylvan Ave.
E-mail address: park.da@monet.k12.ca.us

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Section 1 School Mission Statement and Description

School Mission Statement:

Vision Statement: School programs are designed to serve all students so that regardless of background, interest or ability, each student, given the appropriate support, will be well prepared for future academic and career endeavors.

Mission Statement: Our mission is to ensure that students are prepared academically, physically, socially, and emotionally to function as productive members of their society.

Student Learner Outcomes (SLOs) :

Complex Thinker:

Identify, gather, analyze, and apply multiple resources and information. Analyze, interpret and evaluate significant concepts within various contexts. Develop solutions to various problems.

Self-Directed Learner:

Develop and apply multiple effective learning strategies to various tasks. Establish and achieve effective goals for personal priorities and needs.

Effective Communicator:

Organize and express important verbal and written messages. Receive and understand the messages of others effectively. Use a variety of mediums to express oneself.

School Description:

Fred C. Beyer High School is one of seven comprehensive high schools in the Modesto City School system that serves approximately 31,000, grades K-12. Built in 1972, Beyer is located in the heart of the San Joaquin Valley in Central California's Stanislaus County. Beyer's current enrollment is 1537.

Beyer offers the following programs:

AVID 2023-2024 will be our the second year of AVID implementation at Beyer which will include a Freshmen and Sophomore cohort.

JROTC All four levels of the JROTC program will be in place in 2023-2024.

Robotics: This CTE pathway includes not only intro, concentrator, and capstone courses in the master schedule, but offers two different levels of after-school teams. There are approximately 90 students enrolled in the courses in the master schedule and approximately 100 students participating in after-school team competitions.

Ag. Science: This CTE pathway includes three branches each with intro, concentrator, and capstone classes: small engine repair, floral design, and animal science. Approximately 25% of the total school population is enrolled or involved in this program. Not only are students learning the academics of the various pathways, but they are learning soft skills: organization, punctuality, professionalism, interviewing skills, and working collaboratively with peers in the program.

Band/Marching Band/Jazz Band/Color Guard

Multiple boys' and girl's athletic programs

Twenty different AP courses

Early College which are college courses offered during the school day that serve both as graduation requirements for Modesto City Schools and as credits for college meeting IGETC requirements at UC/CS. For 2023-2024, there are over 200 students enrolled in these courses earning transferable college units.

There are twenty-two languages other than English that are the primary home language of Beyer students. Twenty-five percent of our population has a primary home language other than English. The largest percentage of a primary home language other than English is Spanish at twenty-one percent.

Modesto City High Migrant Education /Title Part C 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 out-of-school youth and secondary students. Migrant Education supplemental instructional services are provided through a combination of site and home base models. Migrant students are identified and recruited by a Support Services Liaison that is housed at Pearson Education Center. 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 District attendance area. The migrant parents assist the district and region in evaluating migrant 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)

☒ Schoolwide Program

☒ Additional Targeted Support and Improvement

To address the identified sub groups of ELs and SWDs, the SPSA includes the following strategies and interventions. The plan has funded an additional .20 EL Counselor to work specifically with EL students. Additionally, Beyer will be adding a Beginning Academic Language Development class for the most recent arrivals to the US. Furthermore, all ELA 9th grade and Algebra 9th grade classes will be lowered to less than 22:1 ratio. Additionally, for ALD classes, teacher will have their prep periods aligned providing more collaboration time for instructional strategies. As well, Beyer's Site Leadership has elected to make the development of site-wide instructional strategies of differentiation and scaffolding. Beyer's Instructional Coach will provide professional development school-wide, to the individual academic depts., and to individual teachers around these strategies. These strategies would be a support to be ELs and students with disabilities. Regarding students with disabilities, there will be a special ed. math class (9th grade) and a general ed. math class (9th grade) co-taught by a general ed. and special education teacher.

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.

Through a variety of programs, the school is serving all students for their social, emotional, academic, and physical needs. For example, socially, the school has twenty different clubs in which students can participate. The school has an Ambassador program designed to train a select group of 150 students who then mentor incoming freshmen throughout their first year on the campus. Emotional supports include both academic counselors, but also Student Assistance Specialists designed to deal more with the emotional needs of students. Additionally, there is an Intervention Specialist/Teacher who meets with students who may be referred to the office. Why? To assist students in handling their heightened emotional state when referred to the office for a discipline issue. As well, there is one counselor assigned to provide services related to opioid issues or other drug/related problems. In terms of academics, there are programs designed to assist those students who want to graduate prepared to go directly into a career. These programs would include the CTE Pathways. Additionally, there is a full-time Work Experience Coordinator assisting students find jobs. Further, there is a full-time Career Navigator who works to both help students enroll in college courses as a high school student, but also provides information regarding various career options for students. For those students who may be seriously interested in attending colleges and universities after their high school career, there are the Advanced Placement Courses (22 different courses). As well, there is a full-time College Counselor assisting parents and students by providing information about various college options after school, helping families with applying for financial aid and scholarships, and serves as a source of regular information through a newsletter. For those students needing additional supports (specifically EL students), there are the Academic Language Development courses (four levels) that assist English Learners. There is a counselor assigned .20 of her assignment to assist EL students, and finally, there is a strong ELAC working to provide input to school leadership regarding the needs of EL students.

Resource Inequities

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

The greatest need or inequity still centers on assistance to EL students, and students living in poverty. These are the two sub-groups that seem to struggle the most in academic achievement. That would include gpa, graduation rates, completion of A-G courses, and AP participation.

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

Fred C. Beyer High School's SSC, ELAC, Site Leadership and teachers participated in the evaluation process of Fred C. Beyer High School's 2023-2024 SPSA which included the analysis of quantitative and qualitative data to determine effectiveness within each goal, activities to continue discontinue and to revise. This occurred over the early summer of 2022 and continued into the Fall with ELAC presentation and input, Site Leadership, and school-wide presentations to staff, and parents in School Site Council..

Involvement Process for the 2023-24 SPSA and Update

Through the year of 2022-2023, data was shared with all stakeholders. This included discussions with Site Leadership in the early summer. Benchmark data was reviewed by Math and ELA Depts. throughout the year. CAASPP test results were shared with staff. Meetings in early April with faculty data was reviewed. And throughout the year, data was shared in ELAC meetings. Data was shared in the School Site council meetings during the development of the 2023-2024 SPSA. Failure data and rates, specifically for freshmen students, was shared to the depts. at various grading periods. .

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.

ELA teachers, as well as all instructional depts., continue the process of alignment--ensuring that the essential standards that had been selected in the 2018-29 school year are being taught and assessed. Through the pandemic year of 2020-2021, the essential standards were even refined more to address the immediate needs of students and taking into consideration the amount of face-time teachers were able to have. Even though much of the 2020-2021 school year was done via distance learning, ELA teachers worked with students to provide frequent opportunities for students to speak, read, and write and take formative and summative assessments providing data on student learning around the identified essential standards. Special Ed. teachers worked on providing SPED students the same opportunities to read, speak, and write frequently and participated in ELA Dept. collaboration meetings. In the second half of last year, ELA teachers began working on targeted interventions where they were able to meet with small groups of students who had failed tests, were failing the class, were missing homework assignments, or students whom teachers felt needed additional instruction in order to master the essential standards. As the 2021-2022 year began, ELA teachers worked to re-teach any lost learning or skills that may have occurred during the pandemic. And all depts. at the beginning of the year committed to implementing more strategically the Student Learning Outcome for Effective Communicator. For 2022-2023, there has been a sense of normalcy and the ELAC department has made an effort to refine the PLC process. Various members of the department have participated in PLC professional development in the district. The administrator that oversees the department and instructional coach also participate in the trainings. The department has made progress in terms of coming up with a common rubric to assess student writing. The department has also had a more active role in the data dives for district benchmarks. Teachers are able to dissect the results. From there, they decide what instructional strategies to target so that students can master the standards. The second part of this year, there was a change in the leadership of the department so as to be more representative of the different grade levels. We have a teacher that works closely with 9th and 10th grade teachers and another that works with 11th and 12th grade.

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

There were no major differences between the intended implementation and the budget expenditures to implement the strategies.

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.

In August 2022, Beyer launched an AVID elective course for freshmen students. For the upcoming school year, there will be two elective AVID classes, one for freshmen and the other one for sophomores. Beyer has also funded an Instructional Coach providing Professional Development around researched-based

instructional strategies. For the 2023-2024 school year, the instructional coach and the AVID coordinator will work closely to have schoolwide implementation of those strategies.

IDENTIFIED NEED (Data Analysis)

ELA

Based on Grades we identified that 60-69% of English Learners students are in need of support / intervention in the area of: Reading Comprehension

To address this the school can:

Continue to work with Academic Language Development Teachers to improve instruction in the ALD classes. ALD teachers will collaborate to have alignment in their classes when it comes to assignments, grading practices, and interventions. As well, the Instructional Coach can provide specific Professional Development around the English Language Development strands of reading, writing, listening, and speaking in all classes. Increase outreach to EL parents through the Title I funded TCII Translator and through the EL Counselor. The EL counselor and administrator that oversees ELs will give presentations in ALD classrooms so students are familiar with the reclassification process. Utilize the Site Instructional Coach to address the teaching of reading to the 9th grade teachers. Teachers will receive current data on EL students such as ELPAC scores, grades, and benchmark numbers.

ELA PD

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

To address this the school can:

Student engagement, or the lack of it, is an issue across all disciplines (math, science, ELA, and social science). Specifically for ELA, PD will center around engaging students in the writing process, strategies for increasing student using the language, listening skills, and strategies to scaffold reading in the classes, especially at the 9th grade level.

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

Students entering the 9th grade are unprepared for high school-level writing. Their answers are extremely short, don't contain all the elements of sentence development, paragraph development, the utilization of a thesis and defending paragraphs.

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

The area of strength is we have an ELA PLC that will address those identified areas. The ELA department has been working on developing a common rubric to grade students across grade levels. We also have an on site Instructional Coach that can assist in the development of effective teaching to develop writing strategies. This year, the instructional coach organized the first round of teacher led walkthroughs. Overtime, there has been an increased willingness to participate.

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1

Goal #1 Improve Distance from Standard by +15 points or maintain green/blue status Fall CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -11.9	Goal 4.9
English Learners (EL)	Actual -101.6	Goal -86.6
Students with Disabilities (SWD)	Actual 104.1	Goal -89.1
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
Schoolwide (SW)	Instructional Coach working with teachers to improve instruction. The coach has started an initiative to have teacher led walkthroughs. As well, the coach will focus on providing Professional Development centered around District Instructional Core, PLCs, and Site-based Student Learning Outcome.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs.			
	English teachers working in PLC collaborating around lesson design, common formative assessments, and targeted interventions.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs. As well, PLCs will submit Agendas outlining their work.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	AVID will be implemented in both 9th and 10th grad this school year. As well, there is an AVID Instructional Team comprised primarily of 9th grade teachers. The AVID Coordinator will lead this team training them in AVID strategies so that 9th graders see the same strategies in many of their 9th grade classes.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs--specifically for 9th grade students and their teachers and classes.	AVID Instructional Materials	Title 1 Supplies and Services	20,000
	Over the past two summers, teams of Beyer teachers have attended AVID professional development in the summer. The same will be true in the summer of 2023. Approximately 5 teachers will attend learning the AVID philosophy and instructional strategies. .	A team of 10 teachers attending the AVID Conference in summer of 2023.	Sending a team of 10 teachers to the AVID Conference in the summer of 2023.	Title 1 Professional Development	10000
	ELA teachers will receive additional collaboration days to lesson plan, create collaborative formative assessments, and plan for interventions.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs.	Substitutes twice during the year to allow for deeper collaboration and lesson planning.	Title 1 Professional Development	16200

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	EL students are provided an Academic Language Development elective. The purpose of this elective is the following: 1. Provided EL students with the language skills needed to pass the state ELPAC test, 2. Provide EL students the necessary skills needed to be successful in EO classes.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs--specifically for 9th grade students and their teachers and classes.			
	Beyer's ELAC Committee/Parents provide input to administration regarding the needs of their students. Their feedback on ALD has been insightful in the past.	The notes and suggestions from ELAC meetings.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	A .20 EL counselor providing support to parents, information about academic success, how to access various programs at the school.	Numbers of parents attending EL Parent Meetings; number of contacts made by the EL Counselor, and number of presentations made by EL Counselor in ALD classes regarding reclassification.			
	Provide ELA teachers after-school training around supports for EL students. Specific ELD strategies to increase language skills and student engagement. Teachers also receive relevant data on EL students - ELPAC, benchmark scores, and grades in core classes.	Improved progress report, quarter, and semester grades for EL students.	Hourly participant rate to attend Professional Development regarding supports and strategies for EL students.	Title 1 Professional Development	4000
	EL counselor and administrator that oversees ELs give presentations in ALD classrooms on reclassification.	Overtime, there should be increased student awareness of reclassification. Reclassification rate should increase.			
Students with Disabilities (SWD)	Special Ed. teachers collaborate as well. Specifically, the Parallel teachers whose students are on a graduation diploma track.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs. IEP goals being met.			

	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 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.

The Math Dept. has advanced further than any of the other depts. regarding equity grading and the use of standards to create standards based grades. As well, the Math Dept. has developed further in the creation of collaboratively created formative assessments. However, there is still work to do in both of these areas. Additionally, the Math Dept. has worked with the Site Instructional Coach to implement differentiation and scaffolding strategies. During PLC time, the Math Dept. works by grade level/subject matter groups, for example, Algebra teachers working as a team, etc. Further, at grading points this year (Progress Report, quarter and semester grades) the dept. has reviewed D & F grades in order to provide interventions. And two Math teachers have participated in the PLC/Grading training this year with the district and Dr. Doug Reeves.

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

There were no major differences between the intended implementation and the budget expenditures to implement the strategies.

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.

Beyer will be adding an additional grade level of AVID this year--10th grade. As well, the Math Dept. will be doing two different co-teaching models. One will involve two general education Algebra teachers, and another two teachers will be coming general ed. Algebra and Parallel Algebra students. As well, 10th grade students who failed Algebra as freshmen will be placed in an elective course versus the Freshmen Science course. This will relieve the academic load and provide greater opportunity to pass classes. The science course will be made up in the sophomore year.

IDENTIFIED NEED (Data Analysis)

MATH

Based on Grades we identified that 60-69% of English Learners students are in need of support / intervention in the area of: Concepts and procedures

To address this the school can:

Provide after-school math tutoring, specifically for 9th grade Algebra students.

Additional release time for the Math PLC to create lessons and formative assessments, and remediation plans for those EL students not at grade-level for Algebra. Two of our teachers will attend the Co- Teaching Model to be in place for the Algebra 1 students for the 2023-2024 School Year. During resent Math Data dive

it was revealed that our 9th grade students are lacking skills needed to be successful. 44% of our 9th grade students are not passing Algebra. Data drive and release time, is necessary.

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:

Can provide substitutes for additional PLC time for the Algebra teachers. Our Algebra teachers would benefit from attending an Algebra 1 professional development training to address the needs of students learning, by building connections and procedures to address those students who specifically struggle with the basic concept. Our instructional coach can meet with teachers and offer suggestions on instructional models to address the failing and EL students, using differentiation and scaffolding strategies.

During that additional release time, both the Site Coach and the District Math coaches can provide professional development to the teachers.

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

A significant number of incoming freshmen are not at grade-level in math (Algebra). This is especially true for EL students and students in poverty. The need is for instructional strategies that will assist in bringing those students up to grade-level.

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

Strengths do include the PLC process. As well, the Pre-Algebra class for those freshmen identified as having the lowest math skills. However, the greater need is to continue to provide professional development to teachers around engagement, lesson scaffolding, and remediation strategies.

Subject: Math

LEA/LCAP: LCAP Goal 1

Goal #2 Improve Distance from Standard by +17 points or maintain green/blue status Fall 2021 CA Dashboard

	2021-22 Final Data / District Preliminary Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual -103.4	Goal -86.4
English Learners (EL)	Actual -177.8	Goal -160.8
Students with Disabilities (SWD)	Actual -193.6	Goal -186.6
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
Schoolwide (SW)	Instructional Coach working with teachers to improve instructional strategies (Scaffolding and Differentiation). As well, the coach will focus on providing Professional Development centered around District Instructional Core, PLCs.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs.	Copies of professional development materials	Title 1 Supplies and Services	4649
	Math teachers working in PLC collaborating around lesson design, common formative assessments, and targeted interventions. As well as, Implementation co-teaching model and collaboration within the scaffolding and differentiation strategies.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs. Data from co-teaching classes.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>AVID will be implemented with year two at the school with AVID electives. As well, there is an AVID Instructional Team comprised primarily of 9th. 10th grade teachers. The AVID Coordinator will lead this team training them in AVID strategies so that 9th and 10th graders see the same strategies in many of their specific grade classes.</p>	<p>Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs- specifically for 9th and 10th grade students and their teachers and classes. During walkthroughs, Administrators will determine if the AVID strategies are being implemented in the 9th and 10th grade Math classes.</p>			
	<p>Over the past two summers, teams of Beyer teachers have attended AVID professional development in the summer. The same will be true in the summer of 2023. Approximately 7 teachers will attend the AVID conference and learn the philosophy and instructional strategies. AVID will continue with 9th grade and 10th grade students and teachers this year.</p>	<p>A team of 7 teachers attending the AVID Conference in summer of 2023. Administrators will determine if the AVID strategies are being implemented in the 9th and 10th grade Math classes.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Math Teachers provide before and after-school tutoring.</p> <p>Rise Tutoring in Math classes.</p> <p>Spring and Winter Intersession</p>	<p>Number of students who sign into tutoring / Rise sessions, as well as the Winter and Spring Intersession.</p>			
English Learners (EL)	<p>EL students are provided an Academic Language Development elective. The purpose of this elective is the following: 1. Provided EL students with the language skills needed to pass the state ELPAC test, 2. Provide EL students the necessary skills needed to be successful in EO classes.</p>	<p>Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs--specifically for 9th grade students and their teachers and classes.</p>			
	<p>Beyer's ELAC Committee/Parents provide input to administration regarding the needs of their students. Their feedback on ALD has been insightful in the past.</p>	<p>Minutes/notes from the ELAC meetings providing suggestions for best helping EL students in Math.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	A .20 EL counselor providing support to parents, information about academic success, how to access various programs at the school.	Numbers of parents attending EL Parent Meetings; number of contacts made by the EL Counselor, and number of presentations made by EL Counselor in ALD classes regarding reclassification.			
Students with Disabilities (SWD)	Special Ed. teachers collaborate as well. Specifically, the Parallel teachers whose students are on a graduation diploma track.	Progress reports, quarter and semester grades, benchmark data for math, classroom visits and walkthroughs.			
	Special Education and General Education teachers will be implementing the co-teaching model in Algebra for the 2023-2024 school year.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs.			
	The instructional coach will be assisting in implementing scaffolding and differentiation strategies with the teachers to address student learning.	Progress reports, quarter and semester grades, benchmark data, classroom visits and walkthroughs.			

	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 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.

The site has utilized its Attendance Plan outlined in the SPSA. However, students returning to school as full-time, on campus students after the COVID pandemic has been difficult. Beyer's attendance rate was always in the mid-90% prior to the COVID-19 pandemic. However, since students have returned full-time to the campus, the rate is about 88.5%. Overall, our attendance is down about 7%. The strategies of the past are not addressing the social-emotional needs of the students that are causing them to return to school at a comparable rate like pre-COVID. The traditional strategies like phone calls home by the automated system when students are absent, SART, SARB, and other disciplinary steps, although still useful to a degree, will not address the social-emotional needs of students and draw them back to school regularly.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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

There are several steps being taken:

1. Parent Advisory Committee created and utilized more in 2022-2023 (Parent Engagement)
2. More presentations made to EL families. This is a collaborative effort between Site Administration and District Parent Engagement Office (Parent Engagement)
3. Student Ambassadors working with incoming 9th grade students (PBIS)
4. AVID electives for 9th grade students (Graduation)

IDENTIFIED NEED (Data Analysis)

ATTENDANCE

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

To address this the school can:

Continue to provide social-emotional supports. The COVID Pandemic had an extremely negative effect on students. They simply were out of the habit of attending school after spending nearly 18-months doing virtual school. The typical methods of addressing attendance issues like SART, SARB, detention, and suspension

are not totally effective. Teachers following up with absent students, working to emotionally engage with students, and administrators following up with students who are chronically absent are effective strategies. As well, working provide students a variety of clubs or athletic programs to participate in.

ATTENDANCE PD

Based on Analysis of attendance data we identified the following area of need in professional development Engagement Strategies

To address this the school can:
provide professional development related to engaging students

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

Special Education students ended up with an attendance rate of 88.8%--six-percentage points behind the school-wide average of 88.8%. This is an area that needs to be addressed. As well, students who were classified Socio-economically disadvantaged were four-percentage points behind the school average (84.8% versus 88.8%).

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

The areas of strength are that we have identified our targeted groups. As well, we have taken measures in this plan to address those groups, AVID electives for example.

Subject: Attendance

LEA/LCAP: LCAP Goal 1

Goal #3 Increase student attendance rate by 0.5% or to 98%.

	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 91.8%	Goal 92.26%	Actual 20.8%	Goal 20.59%
English Learners (EL)	Actual 89.9%	Goal 90.35%	Actual 25.50%	Goal 25.24%
Students with Disabilities (SWD)	Actual 88.8%	Goal 89.24%	Actual 27.0%	Goal 26.73%
Other Student Groups	Actual %	Goal %	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
Schoolwide (SW)	Student Ambassadors working with 9th grade students providing them support in their inaugural year in high school. This includes following up with them on a regular basis--checking in.	Attendance and Tardy rates.			
	Ambassador Training during the Summer, and a follow-up training mid-year	.Attendance and Tardy rates.	Ambassador Training	Title 1 Supplies and Services	7000
	Incentives recognizing students' attendance.	Attendance and tardy rates.	Student recognition rewards	Title 1 Supplies and Services	6,876
	Administration monitors the Chronic Absenteeism list regularly in the weekly cabinet meetings. Appropriate staff: (Attendance Liaison, Counselors) are asked to make contact with students who remain on the Chronic Absentee list.	Attendance data Chronic Absenteeism data Attendance Liaison Contacts Saturday School attendance records			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Summer Bridge. A program in June inviting incoming 9th graders onto the campus to have two weeks of AVID Instruction, team building, tours of the campus, tours of local colleges.	Number of 9th grade students who attend the Summer Bridge program and comparing their attendance data.	Summer Bridge Expenses	Title 1 Supplies and Services	30,000
English Learners (EL)	The .20 EL Counselor works with EL parents informing them of the importance of regular attendance	Specific to EL students: Attendance data Chronic Absenteeism data Attendance Liaison Contacts Saturday School attendance records			
	The TCII Translator making phone calls to EL Parents on the day of the EL student's absences.	The TCII Translator making phone calls to EL Parents on the day of the EL student's absences.			
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)	Administration works with Special Ed. case managers after reviewing the Chronic Absenteeism reports. Through the IEP process, phone messages home from the Attendance Office, and contacts by case load managers, teachers, and attendance liaison.	Attendance data Chronic Absenteeism data Attendance Liaison Contacts Saturday School attendance records			
Other Student Groups					

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.

Beyer provided multiple PBIS intervention strategies. For example, weekly student recognitions, utilization of Pride Cards recognizing student positive behavior, Pride Card Drawings monthly providing larger rewards for students receiving pride cards that month, and the Patriot Award Ceremony where 70 students received recognition for their positive behavior throughout the year.

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

The plan was implemented as approved, however, it did not meet the articulated goals. As outlined above, the achievement of those goals were greatly impeded by the social-emotional impact that the COVID pandemic had on the students.

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 needs to be greater emphasis on student mental health, reteaching routines, and work with parents to engage with their students in the educational process. Beyer will utilize the Parent Ambassador to create opportunities for parents to be connected to the school in addition to the historically standard methods of Freshmen Parent Information Night, Back-to-School Night, Open House, ELAC, School Site Council, Principal's Parent Advisory Committee.

IDENTIFIED NEED (Data Analysis)

PBIS

Based on Suspension 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:

Data indicated that Beyer had it's highest suspension rate in several years--6.% To address this, the school can do a better job training students around behavioral expectations during both orientations and in the beginning-of-the-year class meetings. Additionally, the parent information meetings early in the year can be used to address the behavior issues and school/district expectations. Further, the school is launching it's AVID electives this year impacting about 50 students--part of this is centered around school behavior expectations.

PBIS PD

Based on Referrals we identified the following area of need in professional development De-escalation

To address this the school can:
provide professional development on de-escalation techniques

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

Tardies and suspensions for vaping/marijuana use was still very high. Based on these data points, the site recognizes the need for greater social-emotional interventions. This year, the Site Instructional Coach will provide SEL training to teachers both in PLCs and as part of the 1% incentive plan. Additionally, the class-size reductions in freshmen ELA and Math classes will have a positive effect on behaviors in those classes. As well, the Ambassador program will be implemented this year where freshmen students will be assigned in small groups to an Ambassador student. That student will have received training during the summer around strategies to assist the freshmen and provide support at the beginning of their high school career.

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

As an extension of PBIS, Beyer's attendance rate was one of the top three in the district. As well, the reintegration meetings conducted with students returning from suspensions has been a great way to reconnect the students back into the campus after being gone for a violation of the conduct code. One area of need is the social/emotional well-being of students. And the maturity level, even though we have been out of COVID for two years, is still being affected.

Subject: PBIS

LEA/LCAP: LCAP Goal 1

Goal #4 Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3%

	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 5.43%	Goal 5.41%
English Learners (EL)	Actual 4.91%	Goal 4.88%
Students with Disabilities (SWD)	Actual 3.54%	Goal 3.51%
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
Schoolwide (SW)		<hr/> Number of referrals to Intervention Center Suspension and Expulsion Data The number PRIDE Cards provided to students for positive behavior. Agendas and minutes from Culture Instructional Teams Meetings indicating PBIS training and discussion. <hr/>	<hr/>		

	<p>During student meetings at the beginning of the year, the school-wide behavior expectations will be shared with each grade-level.</p> <p>Copies of conduct codes are provided to all families during the first week of school and they are also available online.</p> <p>Behavior Expectations/Norms posters hung in classrooms and around school.</p> <p>Positive Reinforcement and Recognition through Pride Cards given by all staff.</p> <p>PBIS/Culture Instructional Team of teachers and admin. Designed to collaborate, plan, and help build upon current PBIS and Culture practices.</p> <p>Reintegration Meetings are held the day a student returns from suspension. Admin, student, academic counselor, and often the SAS counselor as well, all meet to check in with student and discuss reason of suspension and academic progress. The team, including the student, work together to create goals for the student regarding</p>		
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	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>behavior and academics.</p> <hr/> <p>Student Ambassadors will be trained over the summer. These Ambassadors will connect with incoming freshmen to provide them social, emotional, and academic support during their first year of high school.</p> <hr/>				
	<hr/> <p>During the Summer Bridge program, incoming freshmen students receive training regarding the PBIS behavior expectations for the school.</p> <hr/>	<hr/> <p>Number of freshmen students attending Summer Bridge.</p> <p>For those specific students attending Summer Bridge, the following data can be collected:</p> <ol style="list-style-type: none"> 1. Number of referrals to Intervention Center 2. Suspension and Expulsion Data 3. The number PRIDE Cards provided to students for positive behavior. <hr/>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Each week, students are selected to receive recognition as a Student of the Week. Weekly, three teachers each select one student to receive this recognition based on the PBIS expectations.</p>	<p>Numbers of students selected over the course of the year to receive this recognition.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Beyer has purchased one additional day for the Student Assistance Specialist (district provides four, Beyer purchases one additional day).</p> <p>Additionally, the Intervention Center has a full-time teacher and a full-time Center for Human Services Student Assistance Specialist. This additional counselor is in addition to the other two SAS counselor working with students at large- not just the students coming to the Intervention Center.</p> <p>The classroom teacher in the Intervention Center will provide training on appropriate. Topics as dictated by students' referrals and students in the Intervention Center.</p>	<p>Number of students referred to the Intervention.</p> <p>Number of student receiving services from the SAS Counselors.</p>	Purchasing one additional day for the SAS Counselor working with the general population of students.	Title 1 Supplies and Services	13800
	<p>Patriot Awards Night. Teachers select one student who has demonstrated a character education behavior and award the student a Patriot Award.</p>	<p>Numbers of students receiving the Patriot Award.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
English Learners (EL)	During ELAC meetings, parents receive training regarding PBIS expectations. Through the utilization of the TCII Translator.	Number of parents of EL students attending the ELAC meeting.			
	Provide various trainings throughout the year on specific topics for parents of EL: PBIS, Graduation, A-G, FAFSA, etc.	Number of parents of EL students attending the trainings.	Child Care for EL Parent meetings	Title 1 Parent Involvement	200
			Refreshments and supplies for EL Parent meetings	Title 1 Parent Involvement	1166
			Interpretation services for EL Parent Meetings	Title 1 Parent Involvement	1000
			Classified staff working at EL Parent events.	Title 1 Parent Involvement	1156
	District funds a 3-hour TC II Translator for the school. Many of the responsibilities will be connecting with parents of EL students providing them information about the school, following up on absences, and explaining issues that may happen in the Student Supervision Office.	<p>Number of contacts with parents of EL students.</p> <p>Increased attendance by EL students.</p> <p>Fewer disciplinary issues with EL students--parents have discussions with administrators prior to issues happening.</p>			

	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)	Administrators work closely with Caseload Managers in order to serve the diverse needs of the Special Ed. students. When Special Ed. students are sent to the Supervision Office, the alpha-AP will reach out to the Caseload Manager inviting them into the discussion.	Special Ed. students receiving some form of discipline: referrals, suspensions, expulsions.			
	Special Ed. students also participate in this Student of the Week activity like all general ed. students.	Numbers of special ed. students selected over the course of the year to receive this recognition.			
Other Student Groups At-risk students		Numbers of discipline referrals, attendance, grades.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Administrators identified the 35 most at-risk students based on grades, attendance, number of discipline referrals, and social-emotional health. The plan is to work with those students individually and in groups providing various types of supports including the following:</p> <ol style="list-style-type: none"> 1. Meeting in small groups. 2. Meeting one-on-one. 3. Field trips to local colleges and universities. 				

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.

Based on a report provided to the sites by the district in early May, Beyer has approximately 95% of its seniors on track to earn the highest level of recognition at the close of the school-year: either graduation or certificate of completion. Additionally, there were 1.6% of the seniors who were to complete graduation requirements over the summer. There was approximately 2.1% of the seniors who were projected to be dropouts. The implementation of the strategies has worked well. There have been resources added this year to the sites that have made this work easier--particularly a G230 program on site that allows the administrator to closely monitor the progress of the students and the work of the G230 teacher in assisting students.

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

There were really no major differences between the plan and the implementation or expenditures.

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

Greater monitoring between the Counseling Dept. and G230 program. And, having the Data Entry, Registrar, and Attendance Clerk work with the drops out earlier in order to determine what actually happened--did they relocate to another school, etc. Further, academic counselors are working to identify students from all sub-groups who should enroll in the Early College program at Beyer. Basically, students in this program are taking courses that earn required high school graduation courses and that double as UC/CSU level IGETC courses and are transferable after graduation from high school.

IDENTIFIED NEED (Data Analysis)

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS

Based on Grades we identified that 0-49% of African American students are in need of support / intervention in the area of: intervention

To address this the school can:

Continue to work with African-American families to develop strategies that would help them help their students.

Develop mentoring on campus through programs like Black Student Union.

ACADEMIC EQUITY, OPPORTUNITY, AND AWARENESS PD

Based on Observations we identified the following area of need in professional development Support with Analysis of Assessment Data

To address this the school can:

Work with teachers to make their instruction more culturally relevant, specifically for the African-American student

Review the African-American data with PLC teams and ask that they brainstorm ways to engage the students and their families.

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

Data shows that over 60% of Beyer's EL students have failed one or more courses in 2022-2023.

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

A strength is that we are funding a .20 EL counseling position with Title I funds. Another strength is we also have four Academic Language Development classes, one for each grade-level. As well, we have scheduled multiple parent engagement opportunities for EL parents throughout the year next year in an effort to assist them in assisting their students. Additionally, both 9th grade English and Algebra will have a co-teacher model this year. The most struggling 9th grade students will be placed in those courses. Additionally, Beyer is waiving the World Religions/World Geography courses for 9th grade EL students this year and placing them in electives of their choice thus relieving the academic load at the start of high school. They will be provided opportunity in their academic career at Beyer to ensure they have met the graduation requirements that course meets

Subject: Academic equity, Opportunity, and Awareness

LEA/LCAP: LCAP Goal 1

Goal #5 Address the grade disparity (D's and F's) between certain subgroups and the school as a whole. School-wide over the past four three years, 81% of students have earned grades greater than a D or an F, for certain subgroups, that's not the case. For example, EL students had only 61% of students earning higher than a D or F over the past three-years. African-American students had a 73% rate over that same time period.

	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)	Administrators, school counselors, and other site certificated staff will conduct quarterly meetings with Freshmen students who failed classes.	Review failure data for Freshmen at progress report, quarter, and semester grades to see which students are not on track.			
	Administration will continue to work to inform staff regarding the state law for Transgender students and the Individual Transition Plan process.	Review failure data at progress reports, quarter, and semester grades for students enrolled in the Freshman Seminar classes.			
	Summer Bridge for incoming Freshmen students. AVID study skills will be taught to the students.	Specific failure data for those Freshmen students who attend the Summer Bridge program.			
	AVID skills used specifically by 9th grade teachers since our first AVID elective classes at Beyer will begin with 2 sections in 9th grade.	Specific failure data for those 9th grade students in the AVID elective classes.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>Instructional Coach working with teachers on strategies for engaging students.</p> <p>Early College will be in its second year at Beyer. There are approximately 210 students enrolled in college-level courses earning transferrable to the CSU/UC system meeting IGETC requirements.</p>	<p>Administrators observing AVID instructional strategies in their classroom visits and observations.</p> <p>SBAC ELA results Student Grades for ELA (progress report, quarterly, and by semester.</p> <p>Results on district benchmark tests for ELA and Math.</p> <p>Grades at progress report, quarterly, and by semester.</p> <p>Graduation rate.</p> <p>The Early College success will be monitored by the number of students passing the courses at a C or above and earning the IGETC transferrable CSU/UC courses.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	District-funded administrative position to work specifically with the Counseling and Special Ed. Dept. Counselors would be provided additional training, oversight, and assistance. The same individual would be able to provide the same support to the Special Ed. students and families.	Attendance Reports			
English Learners (EL)	Academic Language Development courses are designed to further develop students' English skills. The classes are at different levels based on the results of a students ELPAC test results.	<p>the academic progress of the students in the classes based on the following:</p> <p>SBAC ELA results Student Grades for ELA (progress report, quarterly, and by semester.</p> <p>Results on district benchmark tests for ELA and Math.</p> <p>Grades at progress report, quarterly, and by semester.</p> <p>Graduation rate.</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>A .20 Intervention counseling position has been funded to work with EL students:</p> <p>a. Ensuring they are in appropriate classes including ALD.</p> <p>b. Conduct meetings explaining the Reclassification Process.</p> <p>c. Make connections with parents utilizing the TCII Translator.</p>	<p>The following data will be observed specifically for EL students:</p> <p>SBAC ELA results Student Grades for ELA (progress report, quarterly, and by semester.</p> <p>Results on district benchmark tests for ELA and Math.</p> <p>Grades at progress report, quarterly, and by semester.</p> <p>Graduation rate.</p>			
Students with Disabilities (SWD)	<p>District-funded administrative position to work specifically with the Counseling and Special Ed. Dept. Counselors would be provided additional training, oversight, and assistance. The same individual would be able to provide the same support to the Special Ed. students and families.</p>				

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	<p>SPED Parallel students will be enrolled in a co-teaching setting for both ELA and Math. There will be a general education teacher and a Special Education teacher co-teaching those classes.</p>	<p>SBAC ELA/Math or CAA results</p> <p>Student Grades for ELA/Math or in their Special Ed. classes (progress report, quarterly, and by semester.</p> <p>Grades at progress report, quarterly, and by semester.</p> <p>Graduation rate / Certificate of Completion..</p> <p>The co-teaching model involving Parallel students in a class co-taught by General Education and Special Education teachers will be monitored by the success of the students in the class (passing with a C or better) and results on district and state testing.</p>			
		<p>Meeting minutes</p>			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Collaborative meetings in the Special Ed. Dept. where student transcripts are reviewed and collaborative strategies are developed to address the needs of special education students. Resource teachers and paraprofessionals pushing in to core classes to provide assistance in the classes and as a greater resource in their individual meetings with their caseload students				
Other Student Groups Transgender / LGBTQ		Classroom observations, and discussions with students who have filed an ITP.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Staff will be trained on the California State Law regarding the Individual Transition Plan (ITP) and the role of educators in that process. Additionally, ways to support students on ITP and LGBTQ students will be part of the training.				

Section 4 Graduation Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 6

Subject: Graduation Goal

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. Strategies were effective overall, but there are certain groups within the school who lag behind others regarding graduation rate, for example, ELs and Students with Disabilities.

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

There were no major differences between the intended implementation or the budget expenditures. However, there are areas in the plan that need to be upgraded. For example, to address the lagging EL graduation rate, EL Aide will be provided this year. For example, there are regular meetings for EL parents providing them trainings in a variety of educational topics--topics that would assist them in assisting their students in their high school educational career.

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

Changes to the graduation plan would include the following:

1. Greater monitoring of the students being referred to G230. Monitoring would include reports from the teacher regarding the progress of students around credit recovery and meeting graduation requirements.
2. Greater interaction between EL counselor and EL students in Academic Language Development classes. Classroom presentation around graduation requirements.
3. Adding Coaching Teaching with a teaching in Parallel and General Education.
4. EL Aide added to classes to support our EL's in ALD classes (ELA Section)
5. Beginning ALD classes added to the master schedule meeting the needs of the least fluent/newly arrived students. (ELA section)
6. AVID will be extended to the tenth grade in addition to the ninth grade. (ELA and Graduation section)
7. In both Math and ELA, class sizes will be reduced to just over 20 students per class. (Both in the ELA and Math sections)
8. There will be co-teaching in Algebra for approximately 100 freshmen and for sophomores who failed Algebra as freshmen. (Math Section)
9. In addition to the co-teaching model for General Education students in Algebra, there will be one Sped Class of Parallel students and Gen. Ed. students combined in an Algebra class (Math, Special Ed. Section).
10. Site Leadership, since MTSS was not passed by the teachers for the 2023-2024 school year, has decided to focus on differentiation and scaffolding instructional strategies as the adopted focus for the year. The Site Instructional Coach will focus on providing Professional Development around these two strategies. (Both Math and ELA sections).

IDENTIFIED NEED (Data Analysis)

GRADUATION

Based on A-G Completion we identified that 0-49% of Special Ed students are in need of support / intervention in the area of: grad plan support

To address this the school can:

Counselors we work more closely with the Caseload managers to ensure their students are on track. As well, to get freshmen SPED students on the right track, there will be a Parallel/Gen. Ed. Algebra class this year supporting SPED students in a class they struggle with.

The Student Services Administrator will collaborate with Counselors and Case Managers to ensure that monitoring system is put in place.

GRADUATION PD

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

To address this the school can:

Academic Counselors and Special Ed. Caseload managers, as well as Administrator who oversees Special Education can work more collaboratively to monitor the SPED students earlier and more often to ensure they are on track for graduation.

Work with parents of Special Education students ensuring they are aware of their students academic needs especially in the area of being on track for graduation.

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

There needs to continue to be the development and utilization of interventions for students who have fallen behind.

Additionally, there needs to be a continuous development of strong teaching to provide the classroom supports and scaffolding strategies to assist struggling learners. This will be addressed by the onsite Instructional Coach.

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

Strengths are that the site has identified those struggling students lagging in being on track: African American and SPED students. The weakness is the lack of engagement between the school and the parents around the needs of the students. Greater emphasis needs to be placed on informing parents and students about the significance of falling behind academically.

Subject: Graduation Rate 4 year cohort

LEA/LCAP: LCAP Goal 1

Goal #6 Increase the percentage of special education students graduating with their cohort and receiving either their diploma or their certificate of completion.

Graduation Dashboard Data 9-12 Only

	2021-22 Final Data	2021-22 District Data	2023-24 Data Goal Increase
Schoolwide (SW)	Actual 90.7%	Goal 90.8%	Goal 94%
English Learners (EL)	Actual 66.7%	Goal 75.75%	Goal 82%
Students with Disabilities (SWD)	Actual 62.5%	Goal 77.7%	Goal 70%
Other Student Groups	Actual %	Goal %	Goal %

	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)	Students will take field trips to neighboring colleges and universities engaging them in the college experience.	Number of students attending and eventually enrolling in college.	Field Trip expenses	Title 1 Supplies and Services	10000
	9th grade ELA and Algebra classes will be reduced to 20+/- in each class.	Success of the reduced class sizes will be monitored by progress reports, quarterly and semester grades.	Additional teachers are being hired for both ELA and Algebra classes.	None Specified	
English					

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
Learners (EL)	An ALD Beginning class will be added to work with the newest students coming to our school with the fewest years of exposure to ELA.	The success of the Begging ALD class will be measured by the reclassification of students.	Add the ALD Beginners course	None Specified	
	An EL Para will be provided for the ALD Beginners class for 3 hours per day.	The success of the Begging ALD class will be measured by the reclassification of students.	EL Para added to Beginning ALD class.	None Specified	
	Incoming EL Freshmen will be placed in an Elective of their choice in lieu of enrollment in a Social Science class.	Success criteria for enrolling Freshmen EL students in an elective in lieu of a Social Science class will be measured by the progress report, quarter and semester grades, specifically the failure rates.			
Students with Disabilities (SWD)	Site Instructional coach will be working school wide, but as well, with teachers working with SWD students providing training in differentiation and scaffolding.	Success of SWD students at progress reports, semester and quarter grades, specifically, the reduction in failing grades.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	A Sped. teacher (Parallel level) will be co-teaching with a Gen Ed. teacher blending the general ed. and parallel students together.	Progress will be monitored for the success of the students in the co-taught class at progress report, quarter and semester grades.			
Other Student Groups Transgender / LGBTQ	Staff will be full trained regarding the Individual Transition Plan (ITP) by the start of school August 2023. Not only training for how the ITP works, but how to socially/emotionally/academically support students with an ITP or who identify as LGBT! students.	The success of Transgender/LGBTQ will be evaluated by progress reports, quarter and semester grades.			

	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 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 implementation of the plan was moderately successful. The ELAC team functioned at a higher rate than ever. For the 2022-23 school year, the district hosted informational sessions for EL parents at Beyer. Usually, there were two to three sessions each month. As a result, there has been more EL parent involvement. The Social-Services event provided for parents in late April was a very strong success with well over 20 different services participating and many parents showing up to the event.

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

There were no significant differences between the plan implementation and the budgeted expenditures.

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

Continue to work to develop parent engagement through the traditional means of Freshmen Parent Orientation, Back to School Night, Open House, ELAC, Title I Parent meeting, School Site Council, and Principal's Parent Advisory Committee. Additionally, the district is providing a new computer application known as Parent Square which is designed to keep parents up-to-date on what's happening at the school. The school will continue to collaborate with the district to offer informational sessions to EL parents. Beyer will continue to rely on ParentSquare to send out important information in the home language of our parents.

IDENTIFIED NEED (Data Analysis)

PARENT INVOLVEMENT

Based on Parent participation, parents' needs include: supporting student with attendance

To address this the school can:

Administration will continue to emphasize the importance of attendance at all parent and student meetings. AVID elective classes will emphasize the connection between attendance and academic success.

STAFF PD TO SUPPORT PARENT INVOLVEMENT

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

To address this the school can:

The site will utilize the district-funded Parent Ambassador to coordinate with parents for in-service trainings on using PowerSchool to monitor their students attendance.

Utilize school-wide meetings to emphasis the importance of attendance with parents: 9th Grade Parent Information Night, Back-to-School Night, Title I Parent Meeting, Coffee with the Principal, and other parent involvement events.

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

Based on the particular subgroups of students who are failing and falling behind, the school recognizes that the parents of EL, SPED, and African American students need support around the areas of attendance, importance of credits, and graduation.

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

The strength is that the school recognizes which parent groups need the most support. The need is a plan designed to connect with the parents of these groups.

Subject: Parent Engagement

LEA/LCAP: LCAP Goal 3

Goal #7 Increase parent involvement for the purpose of providing them specific skills and strategies regarding helping their student currently in high school and preparing them for post-high school training or education. Increasing parent involvement would mean more parents attending school events that could be seen as supporting their student: athletic events, parent meetings and trainings, membership in school site council, working with the Parent Ambassador, College Information Night, etc.

	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)	Freshman Parent Orientation Meeting prior to--an induction program for our newest parents.	Number of parents/guardians who attend the meeting.			
	Back-to-School Night in September. During this event, all parents may visit their student's classroom teachers. As well, the school provides a significant amount of information regarding various ways parents may engaged.	Number of parents/guardians who attend the meeting.			
	Principal's Advisory Committee comprised of parents/guardians for the purpose of providing feedback to the principal about the needs of the students.	Numbers of parents/guardians participating in these meetings throughout the year.			

	Description of Specific Actions (strategies) to Improve Student Achievement	How will progress be monitored during the year?	Proposed Expenditures	Funding Source	Estimated Cost
	Scholarship and College Information Night designed to provide students and parents/guardians with information needed to apply for scholarships, federal and private.	Numbers of students receiving scholarships and grants for college or career training post-high school.			
English Learners (EL)	EL Counselor and administrator working with parents of EL students providing them information around academics, graduation, attendance.	EL students' attendance, grades, ELPAC scores, CAASPP scores, and graduation rate.			
	Classes specifically for EL parents providing information regarding graduation requirements, attendance, supervision, etc. These will provide the parents information that can empower them to assist their parents.	EL students' attendance, grades, ELPAC scores, CAASPP scores, and graduation rate.			

	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)	Instructional Coach working with SPED teachers providing them with instructional strategies that work in all classes.	SPED students' attendance, grades, CAASPP scores, and graduation rate.			
	IEPs where the academic progress of individual students is monitored and plans are developed.	SPED students' attendance, grades, CAASPP scores, and graduation rate.			
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
The Instructional Coach will work with 9th grade teachers. AVID Electives will begin in 9th grade classes this year. There is an Instructional Team specifically for AVID and it's comprised of primarily 9th grade teachers. The Instructional Coach will provide support to all 9th grade teachers around AVID strategies with the intent that a 9th grade student will see similar AVID strategies in all his/her classes.				ELA Math
	Instructional Coach	Title 1 Positions	119754	
This position will address the need of EL students in the area of being on track for graduation, completing A-G coursework preparing them for college acceptance, and establishing a rapport with parents of EL students to keep them informed of their students progress.				ELA Math Attendance Graduation
	EL Counselor	Title 1 Positions	27639	
				Attendance Graduation Parent Involvement

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	147393	0.00
Title 1 Professional Development	30200	0.00
Title 1 Parent Involvement	3522	0.00
Title 1 Certificated		
Title 1 Classified		
Title 1 Supplies and Services	92325	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).

Budget Summary

Description	Amount
Total Current Funds Provided to the School Through the Consolidated Application Current Year	\$273,440
Total Carryover Funds Provided to the School Through the Consolidated Application Carryover	\$
Total Funds Provided to the School Through the Consolidated Application	\$273,440
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	\$273,440.00
Grand total budgeted including carryover from Section 11	\$273,440

Other Federal, State, and Local Funds

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: \$0

Section 8 School Site Council Membership

2023 - 2024
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Fred C. Beyer High School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

<u>Parents/Community Members</u>	<u>Staff</u>
1. Name: Danny Savage Term: 2021-2022, 2022-2023 XParent Community Member	1. Name: Dan Park Principal
2. Name: Deanna Garcia Term: 2022-2023, 2023-2024 XParent Community Member	2. Name: Pranish Sharma Term: 2021-2022, 2022-2023 Teacher
3. Name: Marian Kaanon Term: 2021-2022, 2022-2023 XParent Community Member	3. Name: Del Camara Term: 2021-2022, 2022-2023 Teacher
4. Name: Ashley Gilfias Term: 2022-2023 Student	4. Name: Edmund Beitsarkiss Term: 2021-2022, 2022-2023 Teacher
5. Name: Christopher Wright Term: 2022-2023 Student	5. Name: Christine Clark Term: 2022-2023, 2023-2024 Teacher
6. Name: Scarlet Ontiveros Term: 2022-2023 Student	6. Name: Victor Rebagliati Term: 2022-2023, 2023-2024 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
Guillermo Lopez	English Language Advisory Council (ELAC)
Dan Park	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: 05/15/2023

Attested:

No present/absent	SSC Chairperson
Ed Beisarkiss	SSC Vice Chairperson
Christine Clark	SSC Secretary