



# **School Plan for Student Achievement (SPSA)**

## Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beacon Park School	30-73650-0133389	May 23, 2023	

### Educational Partner Involvement:

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

### Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

The Principal and Assistant Principal met to discuss the 2023-24 SPSA in May 2023 with members from the School Site Council. Parents, teachers, counselors, and administrators had meaningful input that influenced goals, actions, and services. School Site Council approved the plan on May 23, 2023. See attached School Site Council Agenda 5.23.23

### Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. 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)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee

\_\_\_\_\_  
Signature

X Special Education Advisory Committee

\_\_\_\_\_  
Signature

X Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 31, 2022

Attested:

Kris Linville

Typed Name of School Principal



Signature of School Principal

5/30/23

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

# School Site Council Membership

## The School Plan for Student Achievement

The purpose of the School Plan for Student Achievement (SPSA) is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually. Whenever there are material changes that affect the academic program for students at the school, changes must be reviewed with School Site Council.

## School Site Council Membership (SSC)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application. The current make-up of the council is as follows:

Name of Members	Group A			Group B	
	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Kris Linville	1				
Shannon Manista			1		
Marianne Barone		1			
Annie Reynolds		1			
Zareen Tarapore		1			
Laurie Berg		1			
Areej Alluqmani				1	
Samreen Manjra				1	
Liping Feng				1	
Annie Liu				1	
Joseph Collins					1
Mahima Wuppalapati					1
<b>Numbers of members of each category</b>	<b>1</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>2</b>
<b>(Totals of Group A and Group B must equal)</b>	<b>Total Group A: 6</b>			<b>Total Group B: 6</b>	

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

# ELAC Membership

## English Learner Advisory Committee

All IUSD schools with **21 or more English Learners** are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

## Membership

1. Has been elected by the parents or guardians of EL Students at the school site
2. Has had the opportunity to elect at least one member to the district's EL advisory committee (DELAC)
3. Has received appropriate training and materials and training to assist members in carrying out their legal responsibilities
4. ELAC's legal responsibilities are to advise the principal and staff on:
  - a. The development of the section in the SPSA pertaining to EL students' education
  - b. The development of the school's needs assessment
  - c. Implications of language census for translation requirement
  - d. Efforts to make parents aware of the importance of regular school attendance

Names of Members	Principal	Chair	DELAC Rep.	Other Member
Kris Linville	X			
Shannon Manista (Asst. Pr.)				X
Annie Rovzar		X		
Fernanda Ruiz			X	
Julie Woo				X
Georgina Wang				X
Jarrett Keegan				X
Reza Amini				X
Numbers of members of each category	1			

## Guidelines for Combining SSC and ELAC:

The school may designate an existing school level advisory committee, or subcommittee of such advisory committee to fulfill the legal responsibilities of ELAC if the advisory body meets the same criteria for the membership of the ELAC. (EC52176[b]{c}, 64001[a], 5 CCR 11308[d]) Check box below if site meets the above criteria and has chosen this option. If the site has chosen the option to combine, leave ELAC membership empty.

Site has chosen to combine SSC and ELAC using the above guidelines.

OR

X Site has chosen NOT to combine SSC and ELAC using the above guidelines.

# Budgets and Summary

## Centralized Services for Planned Improvements in Student Performance:

The following actions and related expenditures support this site program goal and will be performed as a centralized service.

Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

State Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
<b>Local Control Funding Formula (LCFF) – Base Grant</b> Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$74,565.00	8,500
<b>LCFF – Supplemental Grant</b> Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$75,932.00	
<b>Lottery Funds</b> Purpose: Purchase site instructional materials	\$9,560.00	3,000
Total amount of state categorical funds allocated to this school	\$160,057	11,500
Federal Programs	Preliminary Allocation (Fall)	Amount Allocated in SPSA
<b>Title I, Part A: Allocation (IUSD schools are School Wide)</b> Purpose: To improve basic programs operated by local educational agencies (LEAs). 1% of funding is allocated for parental involvement. Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs.	\$0.00	
<b>Title III Centralized Services Allocated - EL and Immigrant Students</b> Purpose: to ensure English learners attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging state academic standards as all other students. Purpose: to enhance instructional opportunities for immigrant students and their families and ensure that immigrant students meet the same challenging grade level and graduation standards as all other students.	\$0.00	
Total amount of federal categorical funds allocated to this school	\$0	
Total amount of state and federal categorical funds allocated to this school	\$160,057	\$11,500

## Section 2: Goals, Strategies, & Proposed Expenditures

### Goal 1

#### Goal Statement

Using the Teaching Tolerance Social Justice Standards, teachers will introduce and review identity, diversity, justice, and action with every student, at least once a month, in grades K-8.

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

#### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Counseling team will support with 1-3 monthly activities provided to teachers to implement with students according to their grade-level bands and in accordance with the Social Justice Anchor Standards. Teachers will share which lesson they taught and provide feedback to each other in their monthly PLC Wednesday meetings for accountability.	We have not explicitly taught these skills school-wide before.	Students will develop positive social identities; will express comfort with people who are both similar to and different from them and engage respectfully with all people; will recognize stereotypes and relate to people as individuals rather than representatives of groups; and will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
Certificated teachers will set 1 annual professional goal focused on how to model learning for their students around the Social Justice standards.	Last year teachers set 1 professional goal focused on Social Justice Standards. When meeting for end of the year reflections, teachers reported this was still an area of growth for them.	Teachers will create an environment within the classroom that challenges inequity, raises consciousness, and improves conditions for marginalized groups. When meeting with Admin for end of the year reflections, teachers will articulate how they achieved their goal, providing tangible evidence and examples from their year.

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Goal Statement

Students in the "at risk" category will move into the "on watch" or "benchmark" (or "advanced!") categories in Reading and Math. (See Attached 2022.23 SPSA Data)

According to caaspp.edsource.org, our English: Standard Met or Exceeded in 2019 was 76.09% and in 2022 was 80.06% for an increase of 3.97%. According to the same source, our Math: Standard Met or Exceeded in 2019 was 75.93% and in 2022 was 77.14% for an increase in 1.21%.

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

- X LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth
- X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students
- X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Literacy Performance Assessment (LPA) scores (K-2)	2022-2023 (Mid-Year) Kinder - 3 At Risk / 13 On Watch 1st - 4 At Risk / 10 On Watch 2nd - 2 At Risk / 15 On Watch	These students will move to "on watch" or "at benchmark" or above benchmark" by spring 2024
STAR Renaissance Reading scores (2-8)	2022-2023 (Mid-Year) 3rd - 10 At Risk / 12 On Watch 4th - 12 At Risk / 8 On Watch 5th - 17 At Risk / 11 On Watch 6th - 13 At Risk / 15 On Watch 7th - 22 At Risk / 12 On Watch 8th - 22 At Risk / 20 On Watch	These students will move to "on watch" or "at benchmark" or above benchmark" by spring 2024
STAR Renaissance Math scores (1-5)	2022-2023 (Mid-Year) 1st - 1 At Risk / 2 On Watch 2nd - 2 At Risk / 8 On Watch 3rd - 4 At Risk / 6 On Watch 4th - 5 At Risk / 5 On Watch 5th - 6 At Risk / 6 On Watch	These students will move to "on watch" or "at benchmark" or above benchmark" by spring 2024



Metric/Indicator	Baseline	Expected Outcome
CAASPP Testing in Reading and Math (3-8)	We do not have scores for 2023 yet. Due to Covid-19, we do not have longitudinal data since 2019.	All students will make progress from 4-8th grades from 2023 to 2024

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Goal Statement

Site staff will support student growth and development in Social-Emotional Learning and Behavior in the areas of Self-Regulation, Honoring Others (building positive, pro-social relationships), Identifying Emotions (theirs and others'), Navigating conflict, and Empathy.

**LCAP Goal:** This school goal supports which of the following District LCAP Goals: (select all that apply)

- LCAP Goal #1: Create a positive school climate and system of supports for student personal and academic growth  
X LCAP Goal #2: Ensure all students attain proficiency in state standards through access to rigorous and relevant learning tools, resources and skills for all staff and students  
X LCAP Goal #3: Address barriers limiting student participation in programs and provide equity in allocation of resources

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Guidance Assistant, Elementary Resource Counselor, Middle School Counselor, Mental Health Support, SEL Coaches, and Teachers will work to continue to develop lessons, plans, and resources related to SHINE: Self-regulation, Honor others, Identify emotions, Navigate conflict, Empathize	<p>Based on the 2022-23 Panorama Data:</p> <p>Students Who are At Risk in SEL have no identified areas of strength and students who are On Watch have strengths in less than 50% of the skills identified:</p> <p>Teacher Rated: Kinder - 2 At risk / 6 On watch 1st - 3 At risk / 21 On watch 2nd - 10 At risk / 19 On watch</p> <p>Student Self-Reported: 3rd - 12 At risk / 11 On watch 4th - 0 At risk / 20 On watch 5th - 1 At risk / 20 On watch 6th - 3 At risk / 22 On watch 7th - 7 At risk / 18 On watch 8th - 16 At risk / 9 On watch</p> <p>According to the 2022-23 Hanover Survey, it was reported...</p>	Students will be more ready to learn because they will have tangible self-regulation / self-monitoring strategies to use collectively and independently. They will have better skills for solving conflicts by being able to identify their own emotions as well as the emotions of others. Students and Staff will report lower levels of stress and increased levels of having healthy strategies for managing stress.

Metric/Indicator	Baseline	Expected Outcome
	<p>How many times have you missed school in the past 12 months because you experienced chronic stress? (students)</p> <p>0 times: 69%</p> <p>1-3 times: 23%</p> <p>4-6 times: 4%</p> <p>10 or more times: 5%</p> <p>How many times during the past 12 months (for two or more consecutive weeks) have you felt down, sad, or hopeless and where you found little interest or pleasure in doing things you normally do? (students)</p> <p>0 times: 32%</p> <p>1-3 times: 31%</p> <p>4-6 times: 16%</p> <p>7-9 times: 7%</p> <p>10 or more times: 13%</p> <p>My child has healthy strategies to manage stress / I have healthy strategies to manage stress:</p> <p>Students: 54% Agree / 23% Indifferent / 23% Disagree</p> <p>Parents: 79% Agree / 16% Indifferent / 4% Disagree</p> <p>Staff: 80% Agree / 10% Indifferent / 10% Disagree</p> <p>The level of stress my child feels is generally low / The level of stress that I feel is generally low / The level of stress that students feel is generally low:</p> <p>Students: 39% Agree / 24% Indifferent / 37% Disagree</p> <p>Parents: 75% Agree / 10% Indifferent / 15% Disagree</p> <p>Staff: 64% Agree / 29% Indifferent / 35% Disagree</p> <p>My Child can explain their feelings to others / I can explain my feelings to others:</p> <p>Students: 54% Agree / 19% Indifferent / 26% Disagree</p> <p>Parents: 86% Agree / 9% Indifferent / 5% Disagree</p> <p>I feel optimistic about the futures:</p>	

Metric/Indicator	Baseline	Expected Outcome
	<p>Students: 67% Agree / 21% Indifferent / 13% Disagree            Parents: 70% Agree / 18% Indifferent / 3% Disagree            Teachers: 87% Agree / 7% Indifferent / 6% Disagree</p>	
<p>Students and staff will report that they feel safe at school.</p>	<p>In the 2022-23 Hanover Survey, it was reported...</p> <p>My Child Feels Safe in all places at this school / I feel safe in all places in my school            Parents: 86% in Agreement / 8% Neither Agree nor Disagree / 6% in Disagreement            Staff: 90% in Agreement / 3% Neither Agree nor Disagree / 6% in Disagreement            Students: 78% in Agreement / 15% Neither Agree nor Disagree / 8% Disagree</p> <p>Students reported that they feel unsafe:            On my way to and from school: 25%            At recess/break and lunch at my school: 30%            In the bathroom at my school: 26%            In the hallways at my school: 30%            Other: 39%            During virtual lessons / discussions: 17%            Conducting research or completing class work online: 13%</p>	<p>We expect that all students will be able to identify at least one adult they can go to to help them solve problems. We will also add students to our PBIS team to better identify which areas of campus / times of day students are feeling unsafe or are experiencing unsafe dynamics and work to address those issues directly.            All students and staff will identify that they feel safe on campus.</p>
<p>Re-invigorate PBIS systems in Middle School Grades (6-8), specifically.</p>	<p>We have not had a consistent PBIS system for positive rewards in our Middle School grades. Middle School staff is not 100% bought-in to the concepts that PBIS provides: using common language, positively reinforcing positive behavior, explicitly teaching expected behavior.</p>	<p>Students will abide by the ROAR expectations, behavior incidences will be low, and students will be rewarded for positive behavior school-wide. There will be a concerted effort among teachers and staff to hand out ROAR cards regularly each week and to have bi-monthly raffle drawings, trimester raffle drawings, and trimester menus for students to save their ROAR cards and purchase special opportunities.</p>
<p>Students will report that they have a high sense of belonging at school.</p>	<p>We do not currently have baseline data for this but we will survey students at the beginning, middle, and end of the year about this.</p>	<p>In accordance with IUSD's priority of ensuring educational equity and a sense of belonging for all students, we want to ensure our students feel</p>

Metric/Indicator	Baseline	Expected Outcome
		pride and belonging as members of Beacon Park School.





# Goals, Strategies, & Proposed Expenditures

## Planned Strategies/Activities

Please list all strategies and/or activities along with their description, students to be served, person responsible, funding source, and total expenditure across the related goals. Then place an "X" in the box under each goal for which the strategy or activity applies.

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures		Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
1.	Counselor provided materials / resources / lessons	All, PreK-8	Sarah Rodriguez (ERC) Jessica Hebl (MS Counselor), and all teachers	LCAP B	5000	X		X		
2.	Librarian will stock the library with a variety of books that support the Social Justice Standards	All, PreK-8	(Librarian)	Gift	2000	X				
3.	Administration will provide additional Tolerance Resources to teachers to model instructional leadership	All, PreK-8	(AP) & Kris Linville (Principal)			X				
4.	Certificated teachers will set professional goals focused on how to model learning for their students around the Social Justice standards that will help them to create an environment within the classroom that challenges inequity, raises consciousness, and improves conditions for marginalized groups.	All, PreK-8	All classroom Teachers			X				



Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
5.	Administrators will highlight topics of focus around Social Justice in ongoing communication with parents, including Social Media live-streams and posts and weekly newsletters sent via Email.	All, PreK-8	(AP) & Kris Linville (Principal)		X				
6.	Staff will have access to professional development on Equity, Inclusivity, Diversity, and Excellence to better support all students, especially those who are English Language Learners.		SEL Coaches, Counseling Staff	LCAP B 2000		X			
7.	Professional Development options will be offered for teachers around Writing (Thinking Maps + Write From the Beginning) for equity and access in literacy.	PreK-8	Kris Linville, Tier 3 Teacher, Writing Coaches			X			
8.	Tier 3 teacher, Student Intervention Team, and MTSS Team will collaborate with teachers to ensure that students in the "at risk" and "on watch" categories are being provided with consistent, high quality, interventions.	PreK-8	Tier 3 Teacher, MTSS Team, Counseling Support, ILTs, Early Learning Coach			X			
9.									
10.									
11.	Admin & Counselors will create breaks and breathing space for teachers, office staff, and IAs to rejuvenate themselves.	PreK-8	Kris Linville, Sarah Rodriguez, Jessica Hebl, SEL Coaches	Lottery 3000			X		
12.									
13.	Professional Development options will be offered for	PreK-8	Kris Linville, Sarah	LCAP B 1500			X		

Strategy/Activity Description		Students to be Served	Person(s) Responsible	Funding Source and Total Expenditures	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
	teachers around Social Emotional Learning that match their interests.		Rodriguez, Jessica Hebl, SEL Coaches						
14.									
15.									
16.									
17.									
18.									
19.									
20.									

## Section 3: Supporting LCAP targeted student groups

### English Language Learners:

How does this plan support the unique needs of English Language Learners at your site? How will Title III and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective language programs.)

1. English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency.
2. Activities, strategies, and Professional learning are designed to:
  1. Create a culturally and linguistically responsive learning environment
  2. Include parent and family engagement that enhances learning support for their children
  3. Implement integrated and designated ELD to ensure language development occurs in and through subject matter learning
  4. Provide appropriate levels of scaffolding (substantial, moderate, light) to increase comprehension and participation
  5. Provide authentic practice and application for oral and written language skills development
3. Staff use formative assessment to:
  1. Understand, monitor, support, and report student learning and acquisition of language
  2. Evaluate the impact of strategies and activities implemented to meet the academic and language proficiency needs of English learners

Our English Learners progressed adequately last year. We will continue to ensure that all teachers use SDAIE and GLAD strategies to plan and implement their lessons in order to support our English Learners, including (but not limited to) pictorial input charts, songs/chants, vocabulary process grids, sentence starters and frames). In addition, our teachers have had training in using Thinking Maps for brainstorming and speaking off of the map. Many teachers also use picture word cards, room labels, and other visuals, on top of vocabulary games, like charades.

We would anticipate that our current English Learners would be below standard given their varying levels of proficiency and time spent learning English in IUSD. We will work diligently this year to support these students in grades K-8 through solid Tier 1 instructional strategies and identification / interventions for students who are at risk for being classified as “long term English Language Learners.”

Each fall, teachers administer a series of screening / diagnostic assessments. This data is used to inform our decisions as a school-wide professional learning community. As each grade level and departmental team is a function of the school-wide PLC, we strive to use our Multi-tiered Systems and Supports to meet our students’ needs.

7% of our students are English Language Learners at Levels 1 or 2, meaning their listening / speaking / reading / writing are overall fairly limited. About 30 of these students are Level 1, meaning that they require a significant amount of language support in order to access their learning. 23% of our students are Levels 3-4 English Language Learners. They are progressing and developing their English. We would like to ensure they continue to develop their language. PLC conversations will include designing formative assessments to understand, monitor, support, and report student learning and acquisition of language. Our staff will focus on explicit English Instruction for our levels 1-2 students. We anticipate having a Middle School section to support our 6-8th graders with beginning language development.

We will designate some Professional Development time to refining our strategies to ensure that students are included in the lessons, regardless of language proficiency.

Support staff will continue to push into Elementary classrooms and pull students out regularly to amplify content learning with a primary focus on the ELD standards for supplemental support, as well.

### Low-Income/Foster Youth Students:

How does this plan support the unique needs of low-income/foster youth students at your site? How will Title I and LCAP Supplemental funds be used to support these students? (Be sure to address the following key components for effective targeted programs).

4. Provide opportunities for all students, including low-income and foster youth, to meet the challenging state academic standards through:
  1. The implementation of scientifically-based strategies that strengthen the core academic program in the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
  2. The implementation of activities that address the needs of all students in the school, with a particular focus on low-income/foster youth, in meeting the challenging state academic standards. This could include strategies to improve students' skills outside the academic subject areas; the implementation of a schoolwide tiered model to prevent and address problem behavior; professional development for teachers, paraprofessionals, and other school personnel to improve instruction and the use of data; and preparation for or building awareness of postsecondary opportunities.

Through our MTSS Summation, we look at students (by grade level) to determine risk factors in the areas of English Language Arts, Math, Behavior, English Language Development, and Social-Emotional well being. The purpose is to identify diagnostically what learning skills and habits should be targeted and to formulate an action plan for supporting in the classroom, in the school community, at home, and in other areas outside of home and school. The teachers also examine which interventions might be appropriate and establish a routine for ensuring students have the opportunity to close the gaps in their learning. We also examine our PBIS data to determine what we can do proactively to prevent disciplinary situations, as well as to improve and enhance the culture and climate of our school. Through our school-wide acronym "SHINE," we have more character development and social-emotional supports in place for helping students come to school ready to learn with an emphasis on their overall well being.

This year, we anticipate specifically looking at the students who do not have any special factors (English only, no disability) who may be at risk for achieving below the standard. We see all students as being "with potential" and want to ensure that our students are able to articulate where they are in relation to standard mastery, where they should be, and what they are working on (with the help of their teachers, parents, coaches, etc.) to close their gaps.

# Addendum

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

## Instructions

### 1. Stakeholder Engagement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g. School Site Council, English Learner Advisory Councils, student advisory groups, etc.).

**Involvement Process:** Directions included in document.

**Impact of stakeholder consultations:** How did the engagement process impact the final SPSA plan?

**School Site Council Membership:** At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must, in addition, be equal numbers of parents or other community members selected by parents, and students. Teachers, other school personnel, parents and (at secondary schools) students select representatives to the council (Education Code 52012).

**English Learner Advisory Committee (ELAC):** All IUSD schools with 21 or more English Learners are required to establish an English Learner Advisory Committee (ELAC). (5 CCR 11308[b]) Any parent from the school may be nominated and elected to serve on the committee; however, parents of English learners should constitute at least the same percentage of the committee membership as their children represent of the student body. (EC52176[b]) There is no mandated size for the committee.

### 2. Needs Assessment

**LCAP Goal #1 Summary of Analysis:** Summarize site strengths and needs related to student proficiency in the content standards, including a summary of data used in the analysis, and a summary of any performance gaps in student achievement (areas in red, orange or yellow) on the English Language Arts and mathematics sections of the CA Dashboard. This section must include a reference to data from the CA Dashboard. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

**CA Dashboard (Required)**

- Universal Screening Assessments (K-8)
- District End of Course Exams
- Common Formative Assessments

Questions to Consider:

- Are there any content areas or grade levels that may benefit from additional support?
- Do any performance gaps exist (e.g., for EL, low-income, or foster youth)?

**LCAP Goal #2 Summary of Analysis:** Summarize site strengths and needs around access to rigorous and relevant learning tools, resources, and skills, including a summary of data used in the analysis. Below are possible data sources and questions to consider:

Relevant Data Sources:

- BrightBytes Survey
- School technology access
- Professional Learning Plan

Questions to Consider:

- What additional tools, resources, or trainings might be needed?
- What needs would these tools, resources or trainings serve and for whom?

**LCAP Goal #3 Summary of Analysis:** Summarize site strengths and needs regarding a positive school culture and system of supports, including a summary of data used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

**Annual Survey (Required)**

Office discipline referrals (SWIS Data), suspensions and expulsions

Attendance data

Site based surveys (PLC implementation, PBIS Self-Assessment Survey)

Records of school support systems and processes, including available interventions and enrichment supports

Questions to Consider:

What are some areas of potential growth within our school culture and climate?

What aspects of core instruction, intervention, or enrichment might be improved to better support student academic, behavioral, and social-emotional growth?

How might we improve our process for identifying students who need additional support, matching supports to individual needs, and monitoring progress?

**LCAP Goal #4 Summary of Analysis:** Summarize site strengths and needs regarding communication and strategic alliances, including a summary of data sources used in the analysis. This section must include a reference to data from the Annual Survey. Below are possible data sources and questions to consider as you complete your analysis:

Relevant Data Sources:

**Annual Survey (Required)**

SSC participation and attendance at PTA Meetings

Communication plans or site procedures

Community partnerships

Questions to Consider:

What aspects of communication and parent engagement might be improved?

What strategic alliances are in place to support our school vision? Are any additional alliances needed?

**Areas in Which School Has Made Progress:** Include a summary of school strengths and/or areas in which progress has been made in relation to one or more of the four district LCAP goals.

**Prioritize Two or More Key Areas of Need to Address this Year:** Based on your analysis of site strengths and areas for potential improvement, prioritize two or more key areas of need for your school. These areas will provide the basis for your school goals and should be related to one or more of the district LCAP goals. Each key area may include multiple strategies within your school plan.

### 3. Goals, Strategies and Proposed Expenditures

**Goal Statement:** State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

**LCAP Goal:** Identify which LCAP goal(s) this site goal supports.

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

**Planned Strategies and Activities:**

1. **Strategy/Activity Description:** Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference. (Each goal can have one or more identified strategies and/or actions.)

**\*Title 1 Schools:** A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

2. Students to be Served: Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.
3. Person(s) Responsible: Identify who will be responsible for ensuring that the strategy/action is implemented as planned.
4. Proposed Expenditure and Funding Source: For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget (drop down menu under Funding Source).

## 5. **Supporting Targeted Groups**

Directions included in the document.

## 6. **Budget Summary**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA.

The budget summary should be completed as follows:

1. **Preliminary Allocation**: This amount is the total amount of funding provided to the school through State and Federal programs for the school year. The school year means the fiscal year for which the SPSA is adopted or updated. (Completed by district in fall)
2. **Funds Allocated in Plan**: Total Funds site has allocated for strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once. (Data collected from funds allocated in your plan.)

### **Title I**

The Title 1, Part A program requires the district to reserve funds for parent involvement purposes (minimum of 1%). IUSD has chosen to allocate these earmarked funds to the sites and to monitor expenditures. The Title 1, Part A program also requires the district to reserve some funding for serving homeless students prior to allocating funds to the sites. IUSD reserves \$5,000 for these purposes annually.

### **Title III – LEP and Immigrant**

The Title III plan includes the integrated design and implementation of effective district-wide instructional programs for English Language Learners and Immigrant students. Title III funding is centralized to ensure appropriate levels of instructional supports that include 1) paraprofessionals and co-teaching models in the Newcomer/SEI classrooms, 2) extended learning and intersession opportunities, 3) high quality professional development for teachers and support staff in meeting the needs of ELL and immigrant students, and 4) Parent Outreach and Involvement Activities that provide multiple ways for parents/guardians to be involved in the work of the school and the learning of their students.

### **Programs Included in this Plan (Allocation as of Fall)**

The amounts listed in this plan reflect the state and federal programs in which the school participates. The amounts allocated for each program are entered by the district. The plan must describe the activities to be conducted at the school for each of the state and federal programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

### **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.





# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## Appendix B: School and Student Performance Data

### Student Enrollment Enrollment By Student Group

### Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	45	87	72
Grade 1	59	109	118
Grade 2	60	106	121
Grade3	56	111	122
Grade 4	54	121	118
Grade 5	56	99	132
Grade 6	66	102	110
Grade 7	51	114	130
Grade 8	60	89	112
Total Enrollment	507	938	1,035

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	75	156	120	14.8%	16.6%	11.6%
Fluent English Proficient (FEP)	83	188	273	16.4%	20.0%	26.4%
Reclassified Fluent English Proficient (RFEP)	32			42.7%		

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	117	126	0	114	122	0	114	122	0.0	97.4	96.8
Grade 4	66	128	121	0	124	119	0	124	119	0.0	96.9	98.3
Grade 5	56	105	132	0	101	131	0	101	131	0.0	96.2	99.2
Grade 6	64	117	112	0	115	109	0	115	109	0.0	98.3	97.3
Grade 7	55	115	132	0	112	131	0	112	131	0.0	97.4	99.2
Grade 8	61	102	117	0	96	115	0	96	115	0.0	94.1	98.3
All Grades	365	684	740	0	662	727	0	662	727	0.0	96.8	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2493.	2475.		52.63	42.62		30.70	30.33		10.53	17.21		6.14	9.84
Grade 4		2532.	2526.		52.42	47.06		25.81	28.57		10.48	15.13		11.29	9.24
Grade 5		2544.	2563.		34.65	46.56		35.64	31.30		17.82	9.16		11.88	12.98
Grade 6		2594.	2564.		40.00	25.69		40.00	44.04		11.30	19.27		8.70	11.01
Grade 7		2627.	2628.		39.29	41.98		45.54	38.93		10.71	15.27		4.46	3.82
Grade 8		2625.	2628.		35.42	33.91		47.92	43.48		6.25	15.65		10.42	6.96
All Grades	N/A	N/A	N/A		42.90	40.03		37.16	35.90		11.18	15.13		8.76	8.94

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.23	36.07		53.51	54.92		5.26	9.02
Grade 4		37.90	31.93		58.06	63.87		4.03	4.20
Grade 5		26.73	33.59		63.37	59.54		9.90	6.87
Grade 6		43.48	30.28		47.83	55.05		8.70	14.68
Grade 7		38.39	40.46		52.68	56.49		8.93	3.05
Grade 8		41.67	32.17		47.92	57.39		10.42	10.43
All Grades		38.37	34.25		53.93	57.91		7.70	7.84

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.72	34.43		54.39	53.28		7.89	12.30
Grade 4		37.10	33.61		53.23	57.14		9.68	9.24
Grade 5		33.66	48.09		54.46	41.98		11.88	9.92
Grade 6		35.65	21.10		54.78	66.97		9.57	11.93
Grade 7		41.96	38.93		52.68	58.02		5.36	3.05
Grade 8		32.29	33.04		55.21	57.39		12.50	9.57
All Grades		36.56	35.35		54.08	55.43		9.37	9.22

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.19	22.13		66.67	66.39		6.14	11.48
Grade 4		18.55	14.29		73.39	70.59		8.06	15.13
Grade 5		18.81	17.56		73.27	75.57		7.92	6.87
Grade 6		25.22	17.43		68.70	81.65		6.09	0.92
Grade 7		25.00	26.72		72.32	68.70		2.68	4.58
Grade 8		22.92	26.09		71.88	67.83		5.21	6.09
All Grades		22.96	20.77		71.00	71.66		6.04	7.57

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.95	26.23		63.16	63.11		7.89	10.66
Grade 4		33.06	33.61		62.10	61.34		4.84	5.04
Grade 5		23.76	33.59		70.30	58.02		5.94	8.40
Grade 6		43.48	26.61		53.91	65.14		2.61	8.26
Grade 7		41.96	40.46		56.25	56.49		1.79	3.05
Grade 8		34.38	48.70		59.38	49.57		6.25	1.74
All Grades		34.44	34.94		60.73	58.87		4.83	6.19

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	117	126	0	116	126	0	116	126	0.0	99.1	100.0
Grade 4	66	128	121	0	128	119	0	128	119	0.0	100.0	98.3
Grade 5	56	105	132	0	104	131	0	104	131	0.0	99.0	99.2
Grade 6	64	117	112	0	117	112	0	117	112	0.0	100.0	100.0
Grade 7	55	115	132	0	112	132	0	112	132	0.0	97.4	100.0
Grade 8	61	102	117	0	101	116	0	101	116	0.0	99.0	99.1
All Grades	365	684	740	0	678	736	0	678	736	0.0	99.1	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2504.	2488.		52.59	43.65		28.45	34.92		11.21	15.87		7.76	5.56
Grade 4		2543.	2542.		53.13	47.06		28.91	32.77		13.28	15.97		4.69	4.20
Grade 5		2545.	2558.		31.73	45.04		27.88	24.43		23.08	20.61		17.31	9.92
Grade 6		2591.	2572.		39.32	33.93		32.48	28.57		18.80	21.43		9.40	16.07
Grade 7		2672.	2639.		75.00	49.24		13.39	28.79		6.25	15.91		5.36	6.06
Grade 8		2665.	2663.		61.39	55.17		16.83	21.55		11.88	10.34		9.90	12.93
All Grades	N/A	N/A	N/A		52.21	45.79		24.93	28.53		14.01	16.71		8.85	8.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		59.48	52.38		33.62	40.48		6.90	7.14
Grade 4		59.38	49.58		34.38	42.02		6.25	8.40
Grade 5		30.77	45.80		53.85	44.27		15.38	9.92
Grade 6		38.46	40.18		47.86	43.75		13.68	16.07
Grade 7		71.43	54.55		25.00	37.88		3.57	7.58
Grade 8		62.38	50.00		27.72	40.52		9.90	9.48
All Grades		53.83	48.91		37.02	41.44		9.14	9.65

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		54.31	47.62		37.07	44.44		8.62	7.94
Grade 4		45.31	48.74		48.44	42.02		6.25	9.24
Grade 5		27.88	33.59		54.81	53.44		17.31	12.98
Grade 6		29.06	23.21		60.68	55.36		10.26	21.43
Grade 7		60.71	44.70		33.04	50.00		6.25	5.30
Grade 8		55.45	54.31		32.67	37.93		11.88	7.76
All Grades		45.43	42.12		44.69	47.28		9.88	10.60

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		49.14	41.27		47.41	53.97		3.45	4.76
Grade 4		49.22	54.62		46.88	36.97		3.91	8.40
Grade 5		30.77	25.19		58.65	68.70		10.58	6.11
Grade 6		42.74	30.36		51.28	55.36		5.98	14.29
Grade 7		57.14	40.91		41.07	53.03		1.79	6.06
Grade 8		49.50	50.86		41.58	40.52		8.91	8.62
All Grades		46.61	40.35		47.79	51.77		5.60	7.88



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1473.4	1448.7	1499.8	1466.1	1432.6	1485.1	1490.5	1486.1	1533.7	11	20	23
1	*	1468.1	1468.3	*	1469.2	1471.1	*	1466.2	1465.0	6	19	14
2	*	1510.9	1485.3	*	1495.0	1474.6	*	1526.1	1495.3	7	12	18
3	*	1515.6	1500.9	*	1514.0	1501.5	*	1516.6	1499.9	7	13	15
4	1569.3	1533.6	*	1580.5	1537.5	*	1557.7	1529.3	*	13	20	10
5	*	1490.0	1562.7	*	1474.3	1582.1	*	1505.2	1542.9	*	12	15
6	*	1541.9	1523.6	*	1531.8	1526.7	*	1551.6	1520.0	4	13	16
7	*	*	1576.8	*	*	1575.3	*	*	1578.0	4	8	11
8	*	1530.6	*	*	1516.3	*	*	1544.7	*	*	12	5
All Grades										56	129	127

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	36.36	45.00	60.87	36.36	35.00	30.43	27.27	5.00	8.70	0.00	15.00	0.00	11	20	23
1	*	21.05	21.43	*	42.11	42.86	*	31.58	28.57	*	5.26	7.14	*	19	14
2	*	41.67	11.11	*	33.33	44.44	*	8.33	38.89	*	16.67	5.56	*	12	18
3	*	30.77	40.00	*	46.15	20.00	*	15.38	13.33	*	7.69	26.67	*	13	15
4	69.23	35.00	*	30.77	35.00	*	0.00	20.00	*	0.00	10.00	*	13	20	*
5	*	25.00	46.67	*	25.00	33.33	*	16.67	20.00	*	33.33	0.00	*	12	15
6	*	30.77	25.00	*	38.46	25.00	*	23.08	25.00	*	7.69	25.00	*	13	16
7	*	*	63.64	*	*	18.18	*	*	18.18	*	*	0.00	*	*	11
8	*	25.00	*	*	33.33	*	*	16.67	*	*	25.00	*	*	12	*
All Grades	48.21	31.78	39.37	30.36	37.21	30.71	17.86	16.28	20.47	3.57	14.73	9.45	56	129	127

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.27	40.00	52.17	36.36	40.00	34.78	36.36	5.00	13.04	0.00	15.00	0.00	11	20	23
<b>1</b>	*	26.32	35.71	*	47.37	28.57	*	21.05	28.57	*	5.26	7.14	*	19	14
<b>2</b>	*	50.00	11.11	*	33.33	50.00	*	0.00	33.33	*	16.67	5.56	*	12	18
<b>3</b>	*	38.46	60.00	*	46.15	6.67	*	15.38	6.67	*	0.00	26.67	*	13	15
<b>4</b>	84.62	45.00	*	15.38	30.00	*	0.00	20.00	*	0.00	5.00	*	13	20	*
<b>5</b>	*	41.67	80.00	*	25.00	20.00	*	0.00	0.00	*	33.33	0.00	*	12	15
<b>6</b>	*	53.85	37.50	*	30.77	31.25	*	7.69	0.00	*	7.69	31.25	*	13	16
<b>7</b>	*	*	63.64	*	*	27.27	*	*	0.00	*	*	9.09	*	*	11
<b>8</b>	*	25.00	*	*	41.67	*	*	8.33	*	*	25.00	*	*	12	*
<b>All Grades</b>	55.36	38.76	48.82	26.79	37.98	28.35	16.07	10.08	12.60	1.79	13.18	10.24	56	129	127

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	36.36	25.00	39.13	27.27	50.00	47.83	36.36	15.00	13.04	0.00	10.00	0.00	11	20	23
<b>1</b>	*	21.05	14.29	*	31.58	35.71	*	31.58	42.86	*	15.79	7.14	*	19	14
<b>2</b>	*	33.33	22.22	*	33.33	38.89	*	16.67	33.33	*	16.67	5.56	*	12	18
<b>3</b>	*	23.08	13.33	*	38.46	33.33	*	30.77	26.67	*	7.69	26.67	*	13	15
<b>4</b>	30.77	15.00	*	61.54	40.00	*	7.69	30.00	*	0.00	15.00	*	13	20	*
<b>5</b>	*	8.33	20.00	*	33.33	6.67	*	16.67	60.00	*	41.67	13.33	*	12	15
<b>6</b>	*	23.08	6.25	*	15.38	31.25	*	38.46	25.00	*	23.08	37.50	*	13	16
<b>7</b>	*	*	36.36	*	*	27.27	*	*	18.18	*	*	18.18	*	*	11
<b>8</b>	*	16.67	*	*	25.00	*	*	25.00	*	*	33.33	*	*	12	*
<b>All Grades</b>	33.93	20.93	19.69	30.36	33.33	36.22	30.36	27.13	29.92	5.36	18.60	14.17	56	129	127

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.27	50.00	56.52	72.73	35.00	43.48	0.00	15.00	0.00	11	20	23
<b>1</b>	*	57.89	57.14	*	36.84	35.71	*	5.26	7.14	*	19	14
<b>2</b>	*	25.00	11.11	*	58.33	83.33	*	16.67	5.56	*	12	18
<b>3</b>	*	46.15	33.33	*	46.15	46.67	*	7.69	20.00	*	13	15
<b>4</b>	69.23	65.00	*	30.77	35.00	*	0.00	0.00	*	13	20	*
<b>5</b>	*	8.33	40.00	*	58.33	60.00	*	33.33	0.00	*	12	15
<b>6</b>	*	15.38	12.50	*	76.92	62.50	*	7.69	25.00	*	13	16
<b>7</b>	*	*	36.36	*	*	63.64	*	*	0.00	*	*	11
<b>8</b>	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
<b>All Grades</b>	44.64	37.21	37.01	53.57	49.61	55.12	1.79	13.18	7.87	56	129	127

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	18.18	15.00	47.83	72.73	65.00	52.17	9.09	20.00	0.00	11	20	23
<b>1</b>	*	10.53	57.14	*	73.68	14.29	*	15.79	28.57	*	19	14
<b>2</b>	*	50.00	38.89	*	33.33	50.00	*	16.67	11.11	*	12	18
<b>3</b>	*	61.54	60.00	*	30.77	13.33	*	7.69	26.67	*	13	15
<b>4</b>	84.62	45.00	*	15.38	45.00	*	0.00	10.00	*	13	20	*
<b>5</b>	*	58.33	86.67	*	8.33	13.33	*	33.33	0.00	*	12	15
<b>6</b>	*	53.85	50.00	*	30.77	25.00	*	15.38	25.00	*	13	16
<b>7</b>	*	*	81.82	*	*	9.09	*	*	9.09	*	*	11
<b>8</b>	*	50.00	*	*	25.00	*	*	25.00	*	*	12	*
<b>All Grades</b>	61.82	40.31	57.48	30.91	41.86	28.35	7.27	17.83	14.17	55	129	127

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	27.27	30.00	39.13	72.73	60.00	60.87	0.00	10.00	0.00	11	20	23
<b>1</b>	*	26.32	21.43	*	52.63	71.43	*	21.05	7.14	*	19	14
<b>2</b>	*	33.33	16.67	*	50.00	66.67	*	16.67	16.67	*	12	18
<b>3</b>	*	15.38	6.67	*	69.23	53.33	*	15.38	40.00	*	13	15
<b>4</b>	53.85	15.00	*	46.15	70.00	*	0.00	15.00	*	13	20	*
<b>5</b>	*	8.33	20.00	*	50.00	66.67	*	41.67	13.33	*	12	15
<b>6</b>	*	23.08	6.25	*	38.46	43.75	*	38.46	50.00	*	13	16
<b>7</b>	*	*	45.45	*	*	36.36	*	*	18.18	*	*	11
<b>8</b>	*	33.33	*	*	16.67	*	*	50.00	*	*	12	*
<b>All Grades</b>	41.07	24.03	20.47	44.64	51.94	59.06	14.29	24.03	20.47	56	129	127

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	54.55	55.00	86.96	36.36	35.00	13.04	9.09	10.00	0.00	11	20	23
<b>1</b>	*	5.56	7.14	*	94.44	85.71	*	0.00	7.14	*	18	14
<b>2</b>	*	58.33	50.00	*	33.33	44.44	*	8.33	5.56	*	12	18
<b>3</b>	*	23.08	26.67	*	76.92	53.33	*	0.00	20.00	*	13	15
<b>4</b>	7.69	27.78	*	84.62	66.67	*	7.69	5.56	*	13	18	*
<b>5</b>	*	25.00	20.00	*	33.33	80.00	*	41.67	0.00	*	12	15
<b>6</b>	*	23.08	18.75	*	69.23	62.50	*	7.69	18.75	*	13	16
<b>7</b>	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
<b>8</b>	*	0.00	*	*	83.33	*	*	16.67	*	*	12	*
<b>All Grades</b>	26.79	26.98	36.22	66.07	62.70	55.91	7.14	10.32	7.87	56	126	127

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
938	13.6	16.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Beacon Park School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	156	16.6
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	128	13.6
Students with Disabilities	50	5.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.1
American Indian		
Asian	535	57.0
Filipino	33	3.5
Hispanic	69	7.4
Two or More Races	82	8.7
Pacific Islander	1	0.1
White	182	19.4

**Conclusions based on this data:**

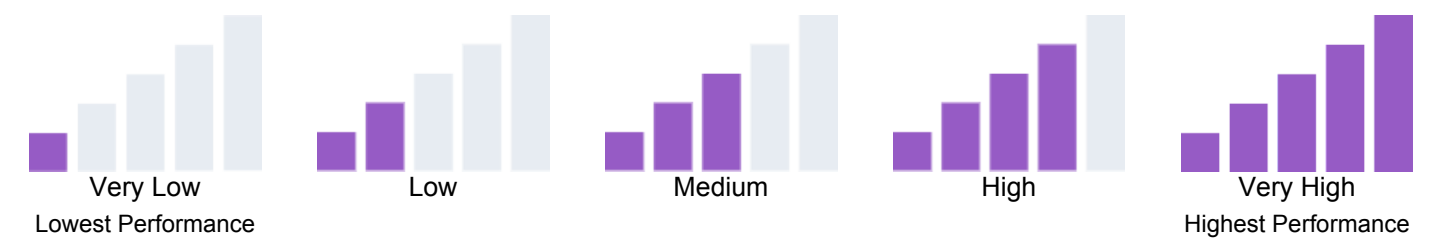
- 1. Asian students are the largest population of our student body at 535 students (making over 57% of our population).
- 2. 13.6% of our students are Socioeconomically Disadvantaged.
- 3. We have 50 students with disabilities.

# School and Student Performance Data

## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. Our students achieve at high levels academically in both English Language Arts and Math.
2. Our English Language Learners make high levels of progress in their Language Development.
3. Chronic Absenteeism is high, while suspension data is low.



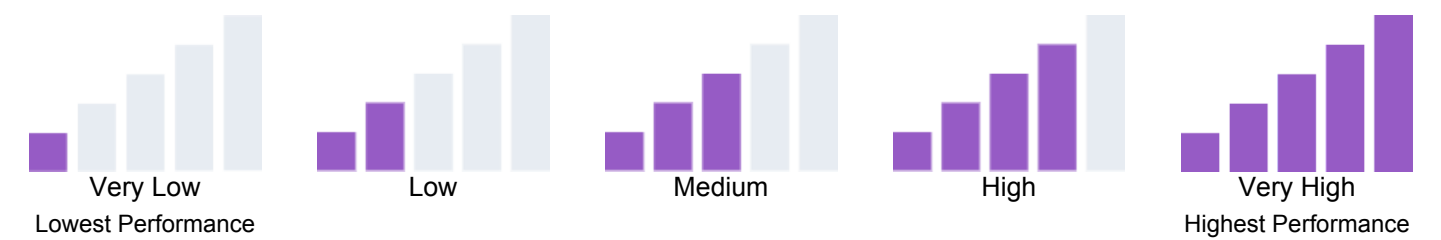


# School and Student Performance Data

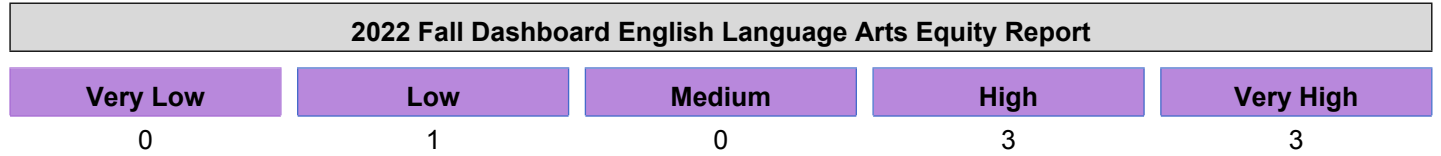
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

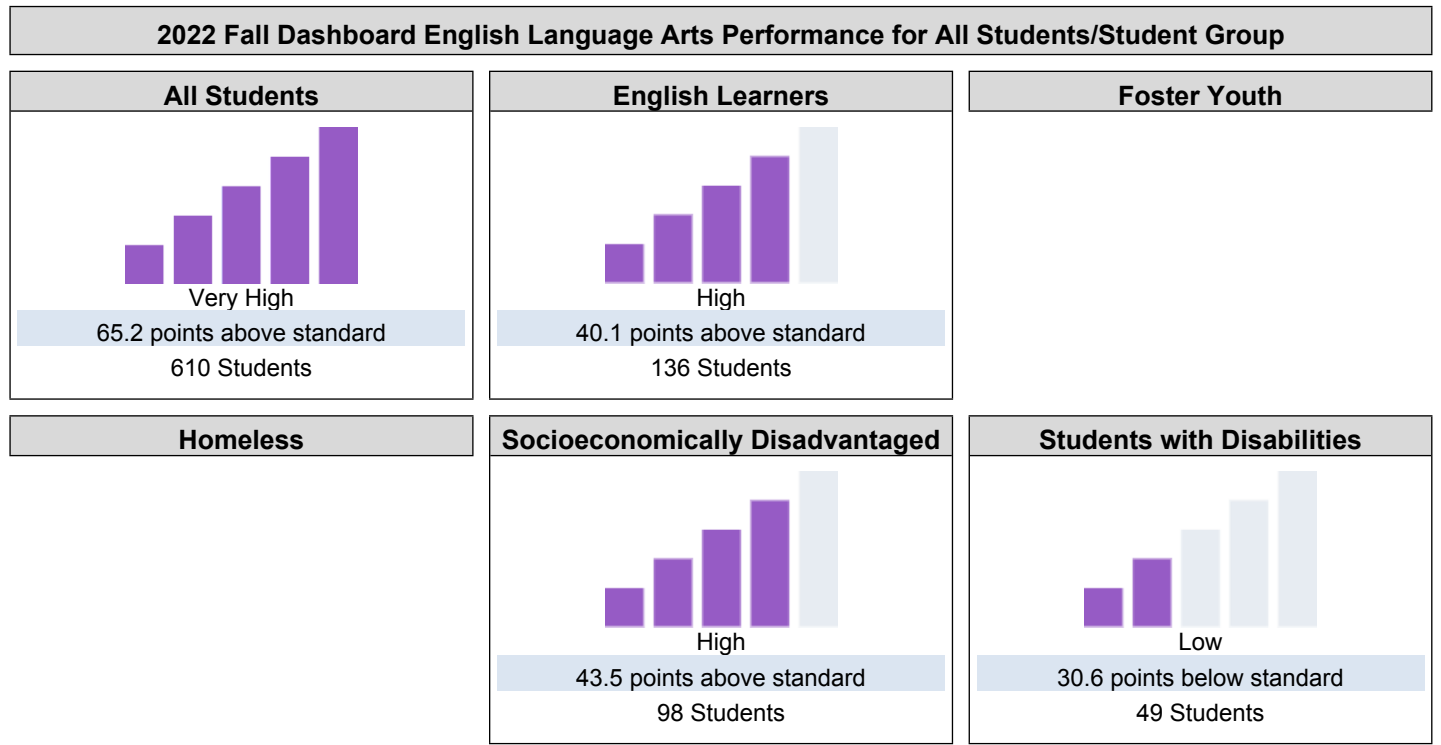
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



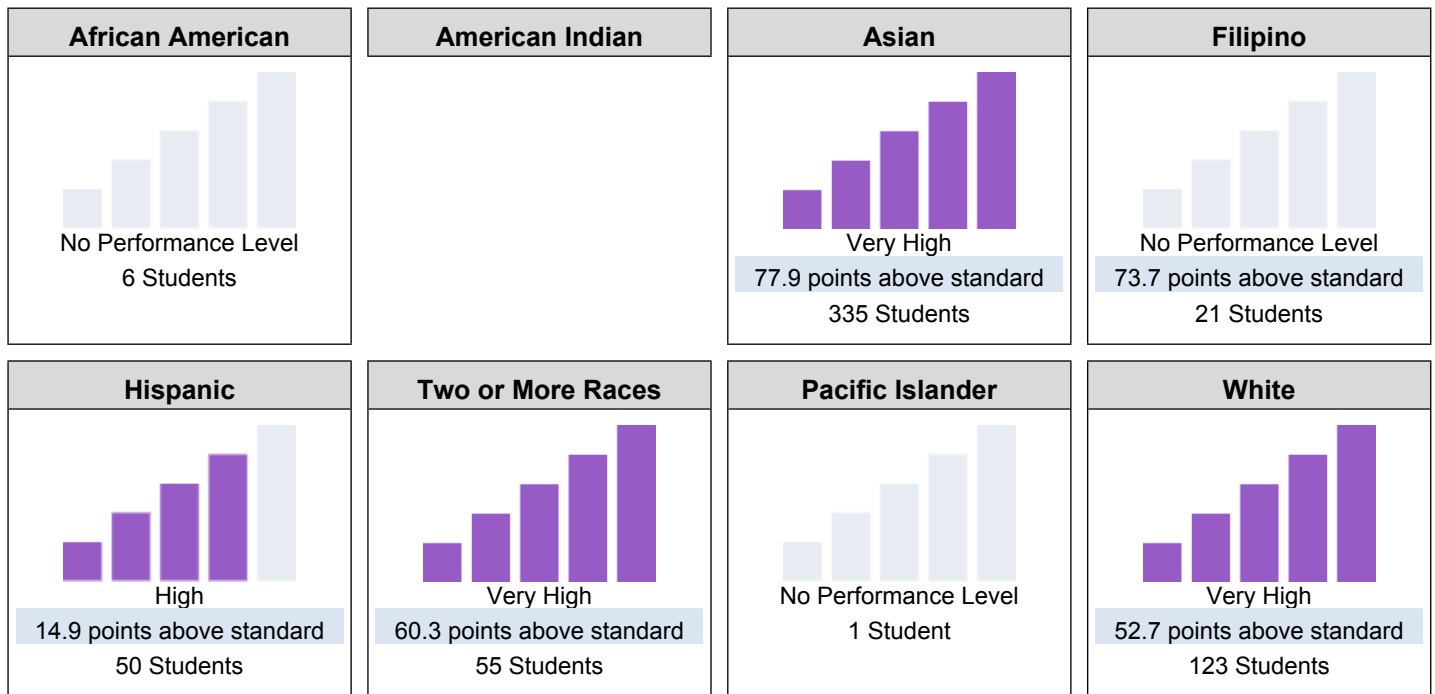
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
76.1 points below standard 33 Students	77.3 points above standard 103 Students	68.4 points above standard 397 Students

#### Conclusions based on this data:

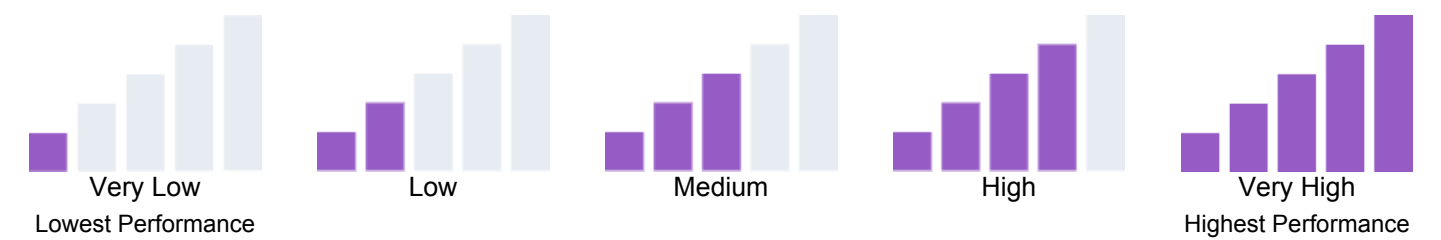
1. While our students overall performed very high in ELA, our students with disabilities performed low.
2. Asian students, Multi-racial, and White students performed very high.
3. Hispanic students, English Language students, and socioeconomically disadvantaged students also performed high.

# School and Student Performance Data

## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

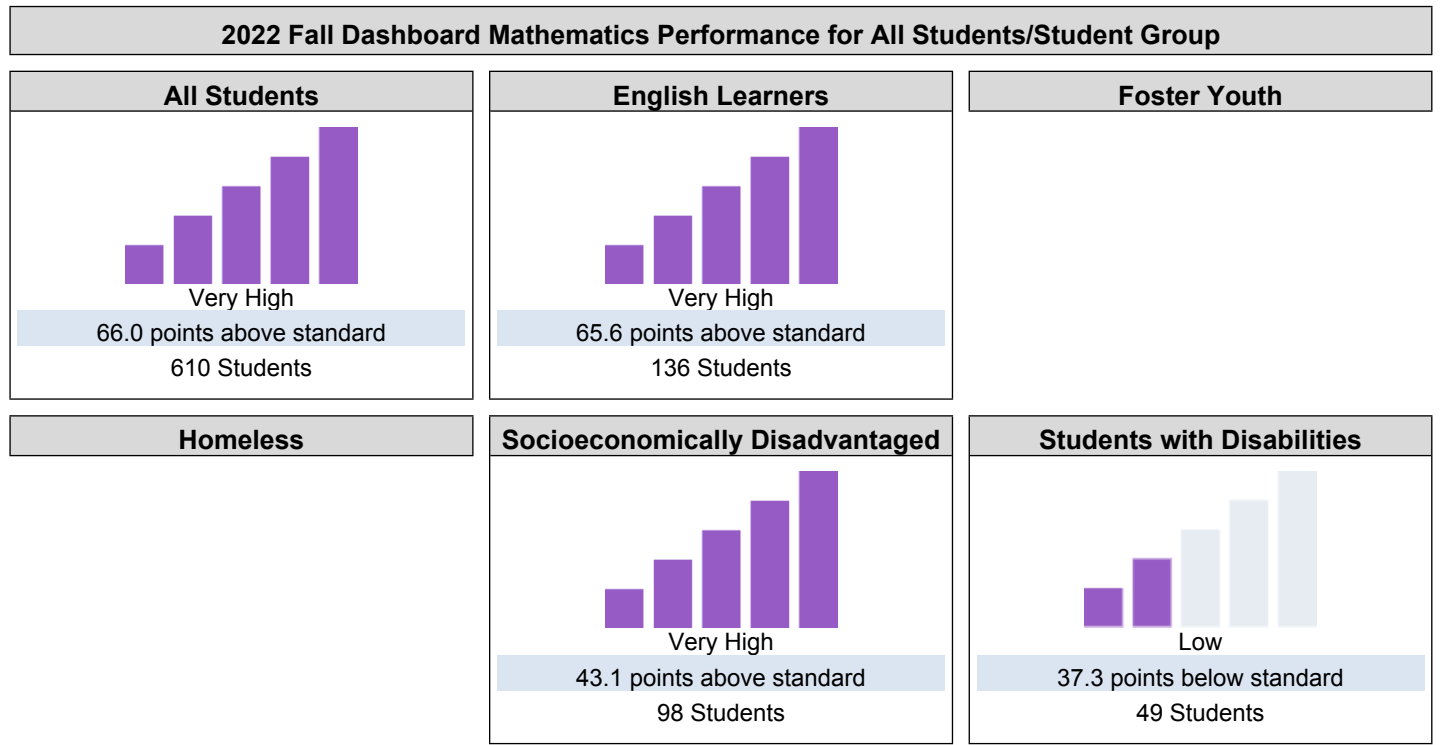
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



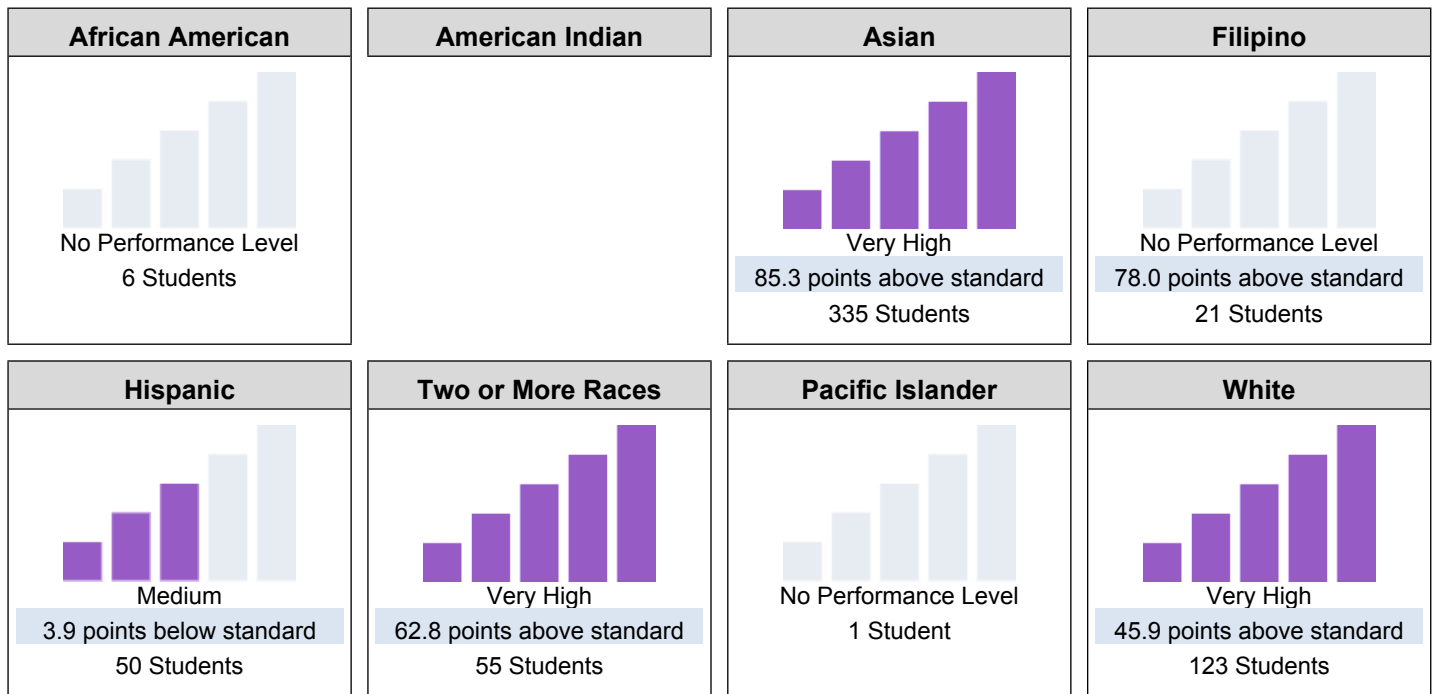
This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
0	1	1	0	5

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



### 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
23.3 points below standard 33 Students	94.0 points above standard 103 Students	58.3 points above standard 397 Students

#### Conclusions based on this data:

1. Our students, overall, performed very high in Math, including Asians, ELLs, white students, and multi-racial students.
2. Hispanic students performed medium. This may be an area to watch moving forward.
3. Students with disabilities performed low.

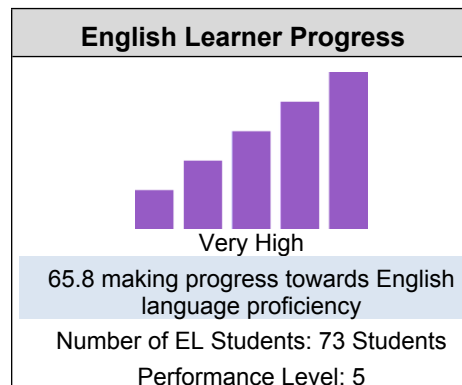
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13.7%	20.5%	1.4%	64.4%

#### Conclusions based on this data:

1. Our English Language Learners made very high progress towards English Language Proficiency. 73 students achieved a performance level 5.
2. 13.7% students decreased on ELPI Level. We will monitor this moving forward.
3. Majority of our students progressed at least one ELPI level.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

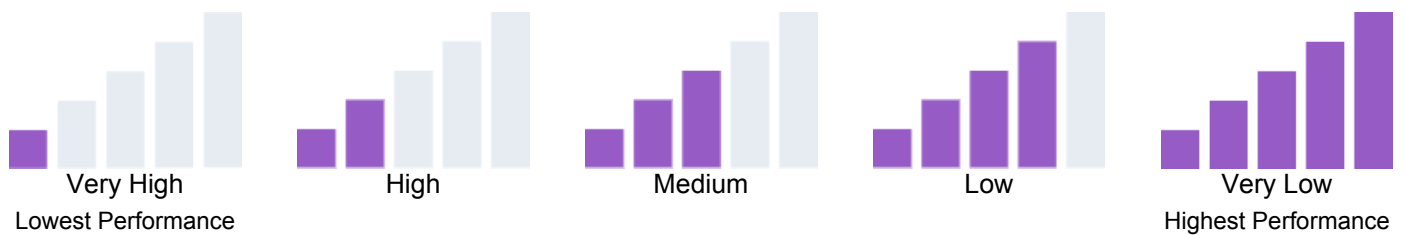
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# School and Student Performance Data

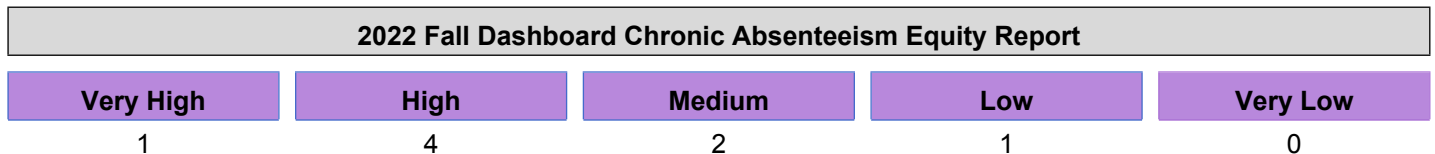
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

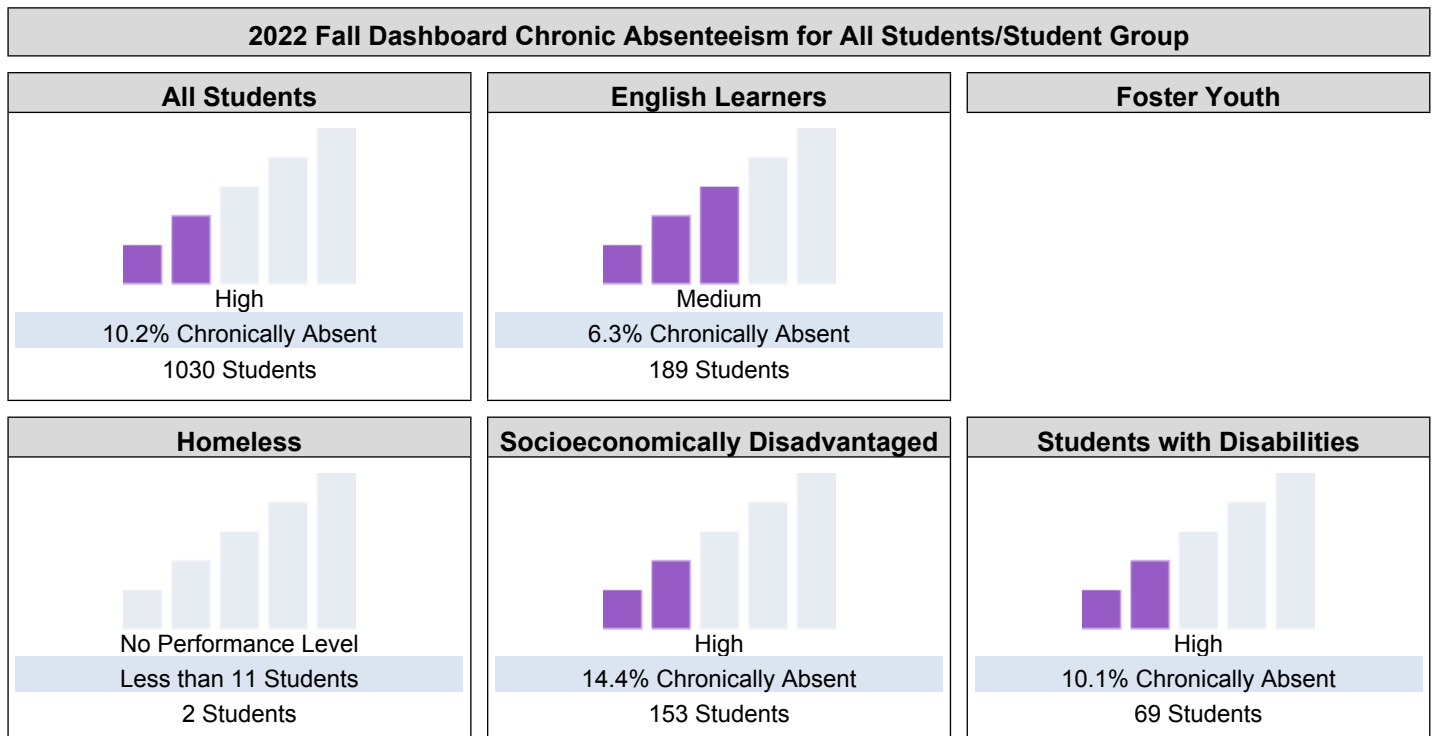
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



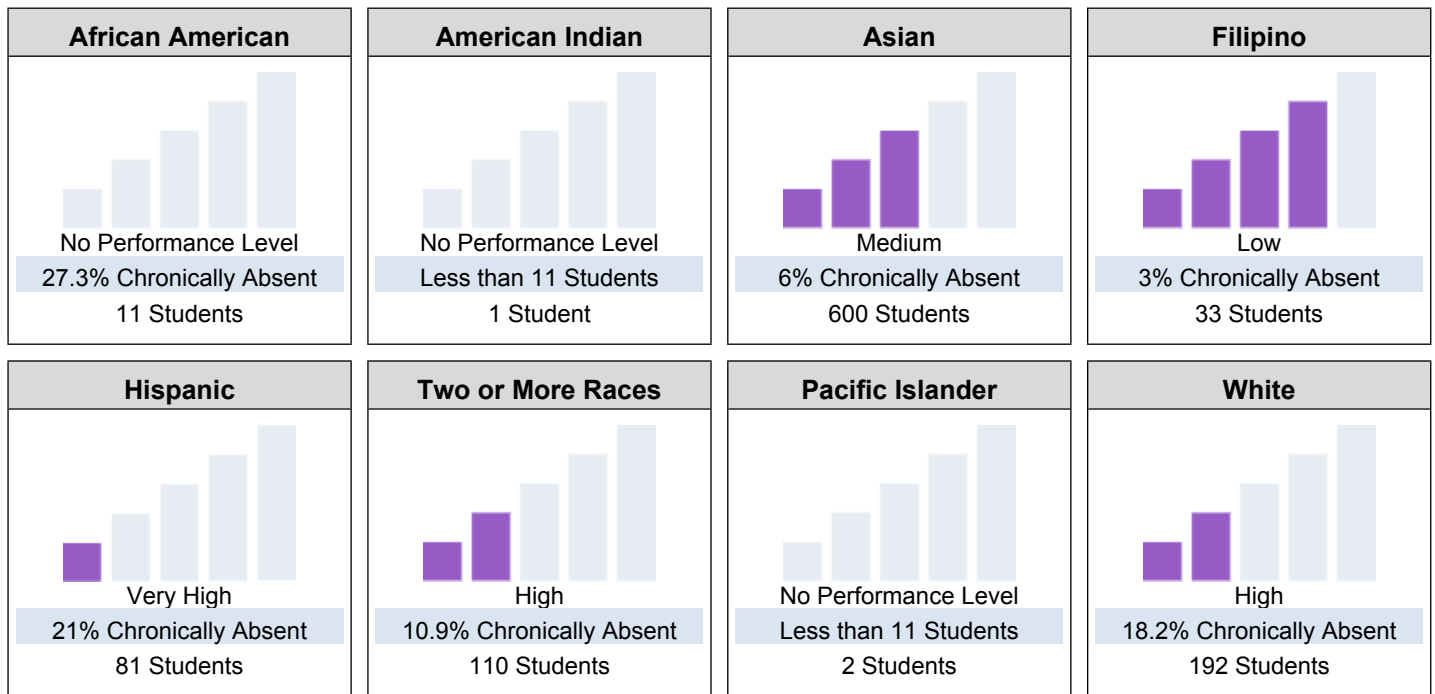
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

1. We have a high chronically absentee rate.
2. Students with disabilities have a high absence rate.
3. English language learners have a medium absence rate,.



# School and Student Performance Data

## Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.

### 2022 Fall Dashboard Graduation Rate Equity Report

Very Low

Low

Medium

High

Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

### 2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

### 2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

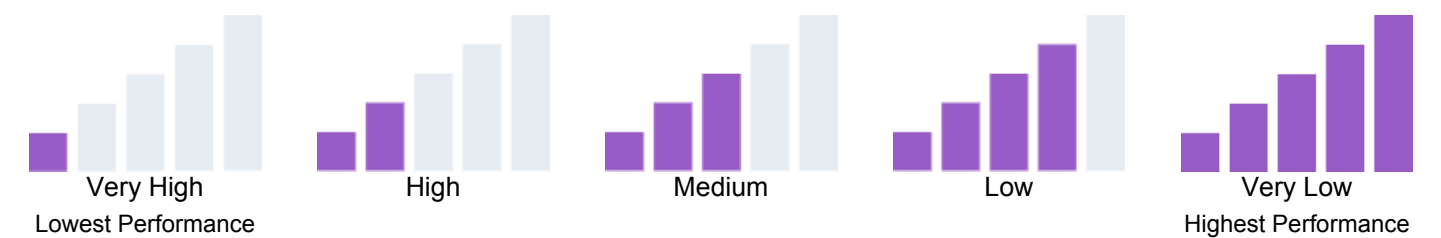
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# School and Student Performance Data

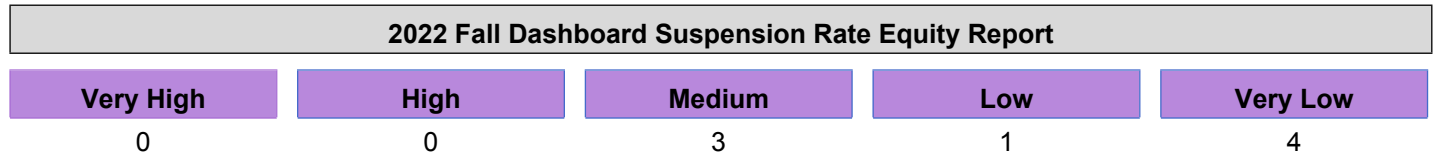
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

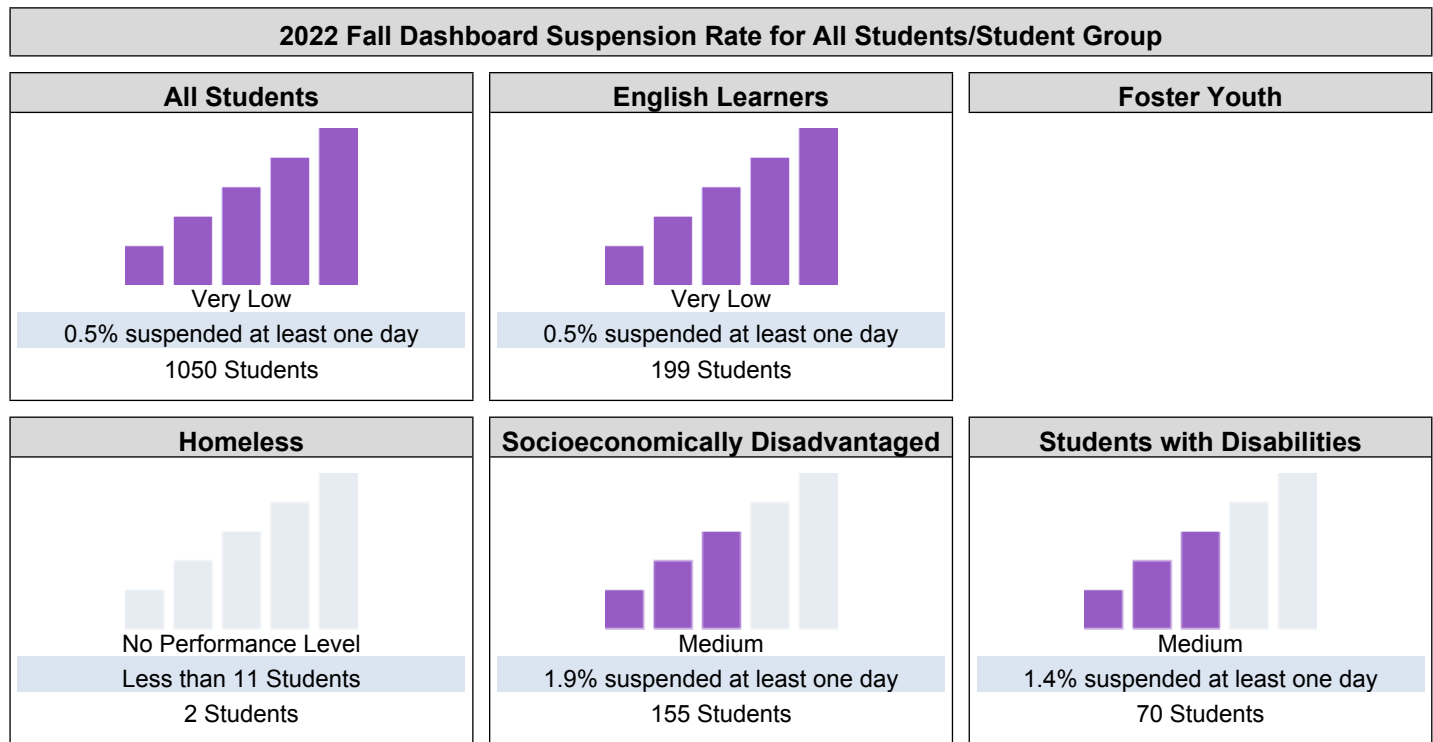
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



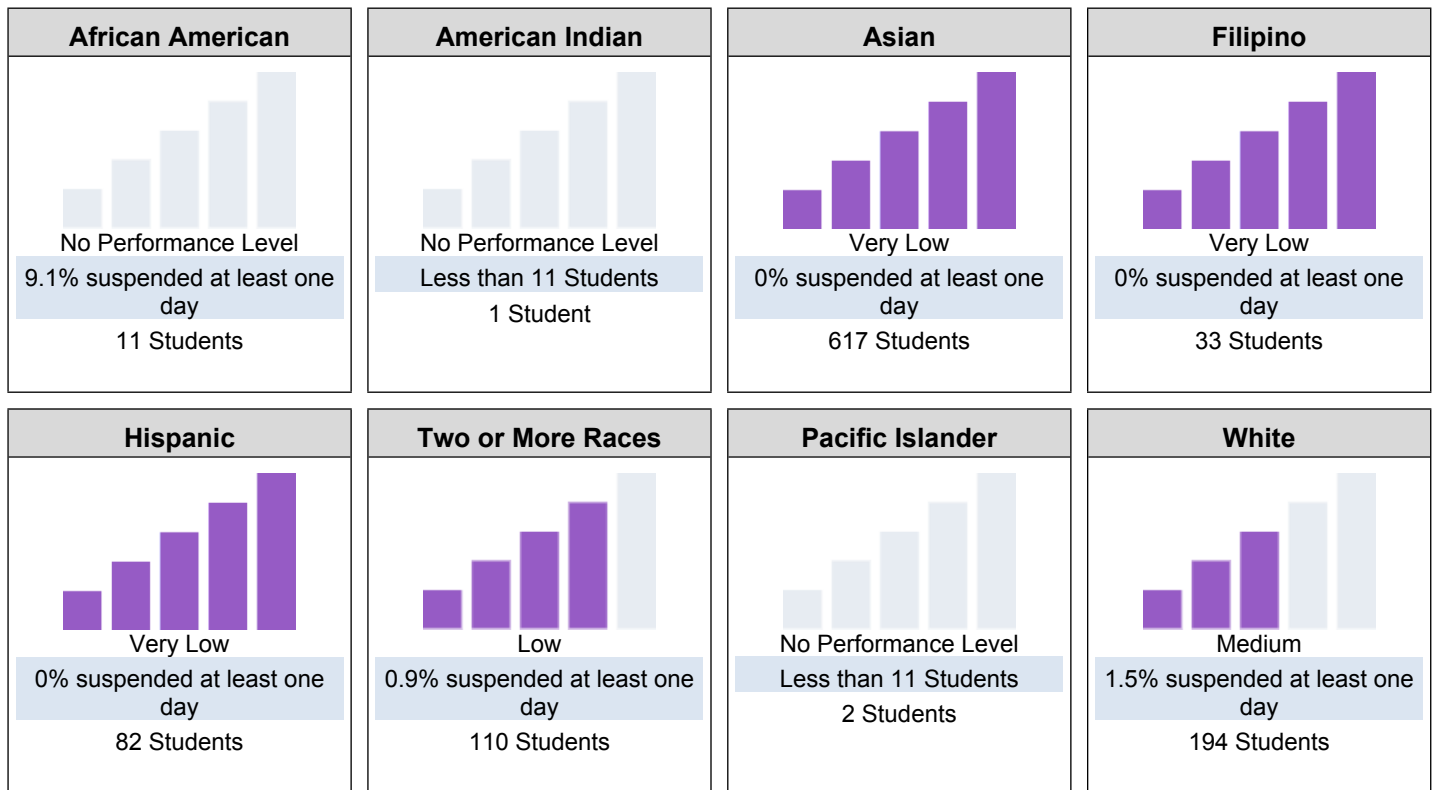
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. Our overall suspension data is very low.
2. Socioeconomically disadvantaged students have a medium suspension rate, as do students with disabilities. We will have to explore this subgroup further in terms of offenses and how to be more preventative.
3. Students who are white have a medium suspension rate.



# BEACON PARK SCHOOL

## School Site Council Meeting Notes



Date

5/23/2023

### Attendees

Kris Linville, Shannon Manista, Zareen Tarapore, Annie Reynolds, Laurie Berg, Samreen Manjra, Liping Feng, Annie Liu

### Not Present

Marianne Barone, Areej Alluqmani, Joseph Collins, Mahima Wippalapati

### Agenda

1. Review the SPSA Annual Review (2022-23) & SPSA Needs Assessment Analysis with data presented through March 2023
  - a. Goal 1: Using the Teaching Tolerance Social Justice Standards, teachers will introduce and review identity, diversity, justice, and action with every student, at least once a month, in grades K-8.
  - b. Goal 2: Students in the "at risk" category will move into the "on watch" or "benchmark" (or "advanced!") categories in Reading and Math.
    - i. Answer questions / Collect feedback
    - ii. Determine goals for next year w/ prioritization
2. Create New SPSA for 2023-24 School Year
  - a. Approve SPSA
    - i. SPSA Review was approved unanimously.

### Development of SPSA 2023-24 Goals

### Questions / Comments

**Goal 1:** Using the Teaching Tolerance Social Justice Standards, teachers will introduce and review identity, diversity, justice, and action with every student, at least once a month, in grades K-8.

- Counseling team will support with 1-3 monthly activities provided to teachers to implement with students according to their grade-level bands and in accordance with the Social Justice Anchor Standards. Teachers will share which lesson they taught and provide feedback to each other in their monthly PLC Wednesday meetings for accountability.
  - Students will develop positive social identities; will express comfort with people who are both similar to and different from them and engage respectfully with all people; will recognize

Acknowledge celebrations and holidays and traditions to celebrate differences with social identities. Especially around when presentations and tests are due.

When creating the school calendar, we added in additional celebrations and holidays so that we are more aware of when those might impact school activities / expectations. This year, we inadvertently planned a Middle School Social and a dance during Ramadan

<p>stereotypes and relate to people as individuals rather than representatives of groups; and will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</p> <ul style="list-style-type: none"> <li>● Certificated teachers will set 1 annual professional goal focused on how to model learning for their students around the Social Justice standards. <ul style="list-style-type: none"> <li>○ Teachers will create an environment within the classroom that challenges inequity, raises consciousness, and improves conditions for marginalized groups.</li> </ul> </li> </ul>	<p>when many students were fasting. The families were not upset, but we acknowledge that they were excluded from those activities and will do better for them moving forward.</p>
<p><b>Goal 2:</b> Students in the "at risk" category will move into the "on watch" or "benchmark" (or "advanced") categories in Reading and Math.</p> <ul style="list-style-type: none"> <li>● Students in the "at risk" category based on Literacy Performance Assessments (K-2), STAR Renaissance Reading (2-8), STAR Renaissance Math (1-5), and CAASPP Testing in Reading and Math (3-8) will move to "on watch" or "at benchmark" or above benchmark" by spring 2024</li> </ul>	<p>SSC was pleased to see the data from the SPSA Data Comprehensive 2016-2023 document as presented by Dr. Manista. Group discussed the dismal Attendance data and how there may be a need for a deeper dive into correlations between students with low attendance rates and students who are in the "at risk" or "on watch" categories. This will be an informal area of focus for administration and front office staff next year to better drill down whether this is a post-Covid impact or a new trend.</p>
<p><b>Goal 3:</b> Site staff will support student growth and development in Social-Emotional Learning and Behavior in the areas of Self-Regulation, Honoring Others (building positive, pro-social relationships), Identifying Emotions (theirs and others'), Navigating conflict, and Empathy.</p> <ul style="list-style-type: none"> <li>● Guidance Assistant, Elementary Resource Counselor, Middle School Counselor, Mental Health Support, SEL Coaches, and Teachers will work to continue to develop lessons, plans, and resources related to SHINE: Self-regulation, Honor others, Identify emotions, Navigate conflict, Empathize <ul style="list-style-type: none"> <li>○ Students will be more ready to learn because they will have tangible self-regulation / self-monitoring strategies to use collectively and independently. They will have better skills for solving conflicts by being able to identify their own emotions as well as the emotions of others. Students and Staff will report lower levels of stress and increased levels of having healthy strategies for managing stress.</li> </ul> </li> <li>● Students and staff will report that they feel safe at school. <ul style="list-style-type: none"> <li>○ We expect that all students will be able to identify at least one adult they can go to to help them solve problems. We will also add students to our PBIS team to better identify which areas of</li> </ul> </li> </ul>	<p>Parents in primary grades have benefited from learning about SHINE. It was not used as much in 5-8th grades. The upper grade / Middle School parents would like more information and training about how to better support their children with Social Emotional skill building.</p>

campus / times of day students are feeling unsafe or are experiencing unsafe dynamics and work to address those issues directly.

- Re-invigorate PBIS systems in Middle School Grades (6-8), specifically.
  - Students will abide by the ROAR expectations, behavior incidences will be low, and students will be rewarded for positive behavior school-wide. There will be a concerted effort among teachers and staff to hand out ROAR cards regularly each week and to have bi-monthly raffle drawings, trimester raffle drawings, and trimester menus for students to save their ROAR cards and purchase special opportunities.
- Students will report that they have a high sense of belonging at school.
  - In accordance with IUSD's priority of ensuring educational equity and a sense of belonging for all students, we want to ensure our students feel pride and belonging as members of Beacon Park School.

## **Section II**

### **ELL Needs:**

Our English Learners progressed adequately last year. We will continue to ensure that all teachers use SDAIE and GLAD strategies to plan and implement their lessons in order to support our English Learners, including (but not limited to) pictorial input charts, songs/chants, vocabulary process grids, sentence starters and frames). In addition, our teachers have had training in using Thinking Maps for brainstorming and speaking off of the map, Many teachers also use picture word cards, room labels, and other visuals, on top of vocabulary games, like charades.

We would anticipate that our current English Learners would be below standard given their varying levels of proficiency and time spent learning English in IUSD. We will work diligently this year to support these students in grades K-8 through solid Tier 1 instructional strategies and identification / interventions for students who are at risk for being classified as "long term English Language Learners."

Each fall, teachers administer a series of screening / diagnostic assessments. This data is used to inform our decisions as a school-wide professional learning community. As each grade level and departmental team is a function of the school-wide PLC, we strive to use our Multi-tiered Systems and Supports to meet our students' needs.

7% of our students are English Language Learners at Levels 1 or 2, meaning their listening / speaking / reading / writing are overall fairly limited. About 30 of these students are Level 1, meaning that they require a significant amount of language support in order to access their learning. 23% of our students are Levels 3-4 English Language Learners. They are progressing and developing their English. We would like to ensure they continue to develop their language. PLC conversations will include designing formative assessments to understand, monitor, support, and report student learning and acquisition of language. Our staff will focus on explicit English Instruction for our levels 1-2 students. We anticipate having a Middle School section to support our 6-8th graders with beginning language development.

We will designate some Professional Development time to refining our strategies to ensure that students are included in the lessons, regardless of language proficiency.

Support staff will continue to push into Elementary classrooms and pull students out regularly to amplify content learning with a primary focus on the ELD standards for supplemental support, as well.

**Low Income / Foster Youth Needs:**

Through our MTSS Summation, we look at students (by grade level) to determine risk factors in the areas of English Language Arts, Math, Behavior, English Language Development, and Social-Emotional well being. The purpose is to identify diagnostically what learning skills and habits should be targeted and to formulate an action plan for supporting in the classroom, in the school community, at home, and in other areas outside of home and school. The teachers also examine which interventions might be appropriate and establish a routine for ensuring students have the opportunity to close the gaps in their learning. We also examine our PBIS data to determine what we can do proactively to prevent disciplinary situations, as well as to improve and enhance the culture and climate of our school. Through our school-wide acronym "SHINE," we have more character development and social-emotional supports in place for helping students come to school ready to learn with an emphasis on their overall well being.

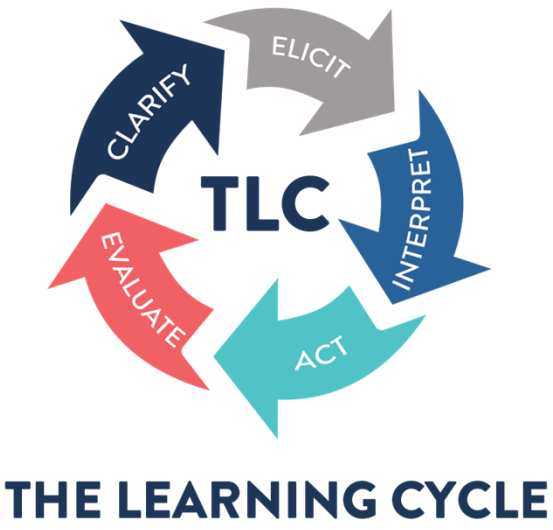
This year, we anticipate specifically looking at the students who do not have any special factors (English only, no disability) who may be at risk for achieving below the standard. We see all students as being "with potential" and want to ensure that our students are able to articulate where they are in relation to standard mastery, where they should be, and what they are working on (with the help of their teachers, parents, coaches, etc.) to close their gaps.

Fall 2016

Grade	Reading			Language		Math		Behavior
# of students 430	Literacy Performance Assessments OTR, BPST, FSF, PSF	STAR Ren Reading (Sept. '16)		CELDT		STAR Ren Math (Sept. '16)		SRSS
		At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	LEP	FEP	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Externalizing: ≥ 9 Internalizing: ≥ 4
K 62	5 (8%)			16 (26%)	1 (2%)			7 (11%)
1 77	4 (5%)			13 (17%)	6 (8%)			13 (17%)
2 64	10 (16%)	8 (13%)	4 (6%)	15 (23%)	3 (5%)	5 (8%)	5 (8%)	12 (19%)
3 63		5 (5%)	3 (5%)	9 (14%)	6 (9%)	2 (3%)	1 (2%)	8 (13%)
4 52		5 (12.5%)	3 (6%)	11 (21%)	8 (15%)	3 (6%)	0	9 (17%)
5 55		7 (13%)	1 (2%)	17 (31%)	5 (9%)	0	3 (5%)	7 (13%)
6 57		7 (12%)	5 (9%)	6 (11%)	12 (21%)	2 (4%)	4 (7%)	9 (16%)
Total % (of students assessed)	19 (9%)	32 (11%)	16 (5%)	87 (20%)	41 (10%)	12 (4%)	13 (4%)	65 (15%)

Spring 2017

Grade	Reading			Language			Math		Behavior	
# of students 489	Literacy Performance Assessments OTR, BPST, FSF, PSF	STAR Ren Reading (March '17)		CELDT *Current students will no longer take this assessment			STAR Ren Math (March '17)		SRSS (April '17)	Students Referred to GA & ERC
		At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	LEP	FEP	RE-DES	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Externalizing: ≥ 9 Internalizing: ≥ 4	Based on SRSS, ODRs, & Anecdotal
K 75	9 (12%) *3 IEP			24 (32%) *6 at risk	1 (1%)					6 (8%)
1 83/83	10 (12%) *5 IEP			15 (18%) *2 at risk	6 (7%)		6 (7%)	1 (2%)	11	10 (12%)
2 R: 70/72 M: 71/72	7 (10%) *2 IEP	7 (10%)	6 (9%)	17 (24%) *2 at risk	4 (6%)		4 (6%)	5 (7%)		7 (10%)
3 72/73 72/73		6 (8%)	5 (7%)	12 (16%)	6 (8%)	1 (1%)	3 (4%)	1 (1%)		9 (12%)
4 56/59 55/59		6 (11%)	4 (7%)	11 (19%)	8 (14%)	2 (3%)	4 (7%)	3 (5%)		5 (8%)
5 61/63 61/63		9 (15%)	6 (10%)	18 (29%)	6 (10%)	3 (5%)	2 (3%)	4 (7%)		6 (10%)
6 63/64 64/64		10 (16%)	7 (11%)	8 (13%)	12 (19%)	6 (9%)	1 (2%)	0		3 (5%)
Total % (of students assessed)	26 (11%) [7% excluding IEPs]	38 (12%)	28 (9%)	105 (21%)	43 (9%)	12 (2%)	20 (5%)	14 (3%)		46 (9%)





Fall 2017

Grade	Reading			Language			Math		Behavior
# of students 857	Literacy Performance Assessments OTR, BPST, FSF, PSF	STAR Ren Reading (Sept. '17)		CELDT			STAR Ren Math (Sept. '17)		SRSS
		At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	LEP	FEP	ReDES	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Externalizing: ≥ 9 Internalizing: ≥ 4
TK 31/31	NA			5 (2%)	0				
K 108/110	10 (9%)			18 (16%)	7 (6%)				3 (3%)
1 112/118	22 (20%)			40 (34%)	3 (3%)				14 (12%)
2 115/117 ELA 114/117 MATH	15 (13%)	13 (11%)	5 (4%)	22 (19%)	11 (9%)		12 (11%)	9 (8%)	8 (7%)
3 110/114 ELA 111/114 MATH		22 (20%)	10 (9%)	29 (25%)	6 (5%)		9 (8%)	7 (6%)	5 (4%)
4 92/94 ELA & MATH		15 (16%)	7 (8%)	23 (24%)	7 (7%)	1 (1%)	9 (10%)	11 (12%)	1 (1%)
5 86/86 ELA 84/86 MATH		12 (14%)	11 (13%)	12 (14%)	14 (16%)	11 (13%)	5 (6%)	3 (4%)	2 (2%)
6 85/87 ELA & MATH		16 (19%)	9 (11%)	14 (16%)	11 (13%)	13 (15%)	3 (4%)	5 (6%)	NA
7 100/100 ELA 97/100 MATH		19 (19%)	10 (10%)	17 (17%)	18 (18%)	9 (9%)	3 (3%)	4 (4%)	NA
Total % (of students assessed)	47 (14%)	97 (16%)	52 (9%)	180 (21%)	77 (9%)	34 (4%)	41 (7%)	39 (7%)	33 (4%)

Winter 2018

Grade	Reading			Language			Math		Behavior
# of students 901	Literacy Performance Assessments OTR, BPST, FSF, PSF	STAR Ren Reading (Sept. '17)		CELDT			STAR Ren Math (Sept. '17)		SRSS
		At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	LEP	FEP	ReDES	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Externalizing: ≥ 9 Internalizing: ≥ 4
TK 32/32	NA			8 (25%)	0				
K 114	2 at risk (2%) 11 on watch (10%)			22 (19%)	8 (7%)				3 / 4 (5%)
1 123 ELA 122 Math	5 at risk (4%) 15 on watch (12%)			42 (34%)	3 (2%)		10 (8%)	6 (5%)	7 / 7 (11%)
2 ELA 125 MATH 123	12 at risk (10%) 12 on watch (10%)	12 (10%)	11 (9%)	30 (24%)	7 (6%)		6 (5%)	7 (6%)	4/11 (12%)
3 ELA 121 MATH 122		12 (10%)	8 (7%)	25 (20%)	12 (10%)	2 (2%)	3 (2%)	7 (6%)	11/3 (11%)
4 ELA 96 MATH 97		10 (10%)	9 (9%)	14 (14%)	10 (10%)	11 (11%)	8 (8%)	7 (7%)	0 / 0
5 ELA 94 MATH 93		11 (12%)	13 (14%)	15 (16%)	17 (18%)	13 (14%)	4 (4%)	1 (1%)	3 / 4 (7%)
6 ELA 92 MATH 92		15 (16%)	8 (9%)	18 (20%)	12 (13%)	14 (15%)	4 (4%)	3 (3%)	
7 ELA 102 MATH 102		11 (11%)	10 (10%)	18 (18%)	21 (17%)	11 (11%)	5 (5%)	1 (<1%)	
Total % (of students assessed)	19 (5%) at risk 38 (10%) on watch	71 (11%)	59 (9%)	192 (21%)	91 (10%)	51 (6%)	40 (6%)	32 (4%)	28 / 29 = 57 (6%)

Fall 2018

Grade	Reading					Language			Math				Behavior	Attendance	
# of students 960	Literacy Performance Assessments OTR, BPST, FSF, PSF	STAR Ren Reading (Sept. '18)		CAASPP 2018		ELPAC			STAR Ren Math (Sept. '18)		CAASPP 2018		SRSS	Absence Rate	
		At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Standard Not Met At Risk	Standard Nearly Met On Watch	LEP	FEP	ReDES	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Standard Not Met At Risk	Standard Nearly Met On Watch	Externalizing ≥ 9 Internalizing ≥ 4  Referral to ERC, GA, or MS Counselor (MSC)	At risk >10%	On watch 5% - 10%
K 93	5 at risk *1 LEP 1 on watch					7 8%	0						3 *3 to ERC	8	6
1 104	15 at risk *1 LEP *1 IEP 3 on watch					17 16%	6 6%						10 *6 to ERC *4 to GA	5	9
2 109	12 at risk *3 IEP 15 on watch *2 IEP	11 *1 IEP *6 LEP *2 LEP & IEP	11 *5 LEP *1 LEP & IEP			41 38%	2 2%		10 *3 LEP *2 IEP *1 LEP & IEP	11 *1 IEP *3 LEP			0 *2 to ERC *4 to GA	4	7
3 110		14 *3 IEP *4 LEP	10 *2 LEP			21 19%	12 11%		3 *1 IEP *1 LEP	14 *3 IEP *2 LEP			5 *6 to ERC *2 to GA	1	1
4 109		20 *12 LEP *1 IEP & LEP	5 *1 IEP	13 *5 LEP *1 IEP & LEP	17 *7 LEP	32 29%	6 6%	1	4 *2 LEP *1 IEP & LEP	8 *3 LEP	5 *1 LEP *1 LEP & IEP	21 *7 LEP	6 *7 to ERC *2 to GA	3	9
5 85		12 *4 LEP *2 IEP *2 IEP & LEP	8 *1 LEP	8 *2 LEP *3 IEP *2 IEP & LEP	10 *2 LEP *1 504	12 14%	7 8%	8	6 *1 LEP *2 IEP *1 IEP & LEP	6 *1 IEP *1 IEP & LEP	7 *2 LEP *2 IEP *1 LEP & IEP	15	0 *3 to ERC	3	8
6 94		14 *6 LEP *1 IEP *1 LEP & IEP	15 *3 LEP *1 LEP & IEP	10 *1 LEP *2 IEP *1 IEP & LEP	11 *5 LEP *1 IEP & LEP	14 15%	17 18%	15	7 *2 IEP *1 IEP & LEP	8 *1 LEP *1 IEP & LEP	7 *2 IEP *2 IEP & LEP	14 *1 LEP	4 to MSC	0	2
7 131		29 *14 LEP *2 IEP & LEP	9 *2 LEP	10 *3 LEP *1 IEP & LEP	14 *4 LEP *1 IEP	21 16%	12 9%	22	8 *2 LEP *1 IEP & LEP	10 *1 LEP *1 IEP	7 *1 LEP *1 IEP & LEP	23 *4 LEP *1 IEP	3 to MSC	4	13
8 124		28 *17 LEP *3 IEP *1 IEP & LEP	14 *1 LEP *2 IEP	6 *4 LEP *1 LEP & IEP	17 *6 LEP *2 IEP *1 LEP & IEP	22 18%	24 19%	12	9 *3 LEP *1 LEP & IEP	7 *2 LEP *1 IEP	4 *3 LEP *1 IEP & LEP	15 *1 LEP *3 IEP	3 to MSC	2	6
Total % (of students assessed)	10% at risk 6% on watch	128/653 20%	72/653 11%	47/543 9%	69/543 13%	187/959 19.5%	86/959 9%	58/543 11%	47/653 7%	64/653 10%	30/543 6%	88/543 16%	34/959 4%	SARB Warning Sent: 44 SARB Letter 1: 1	

Spring 2019

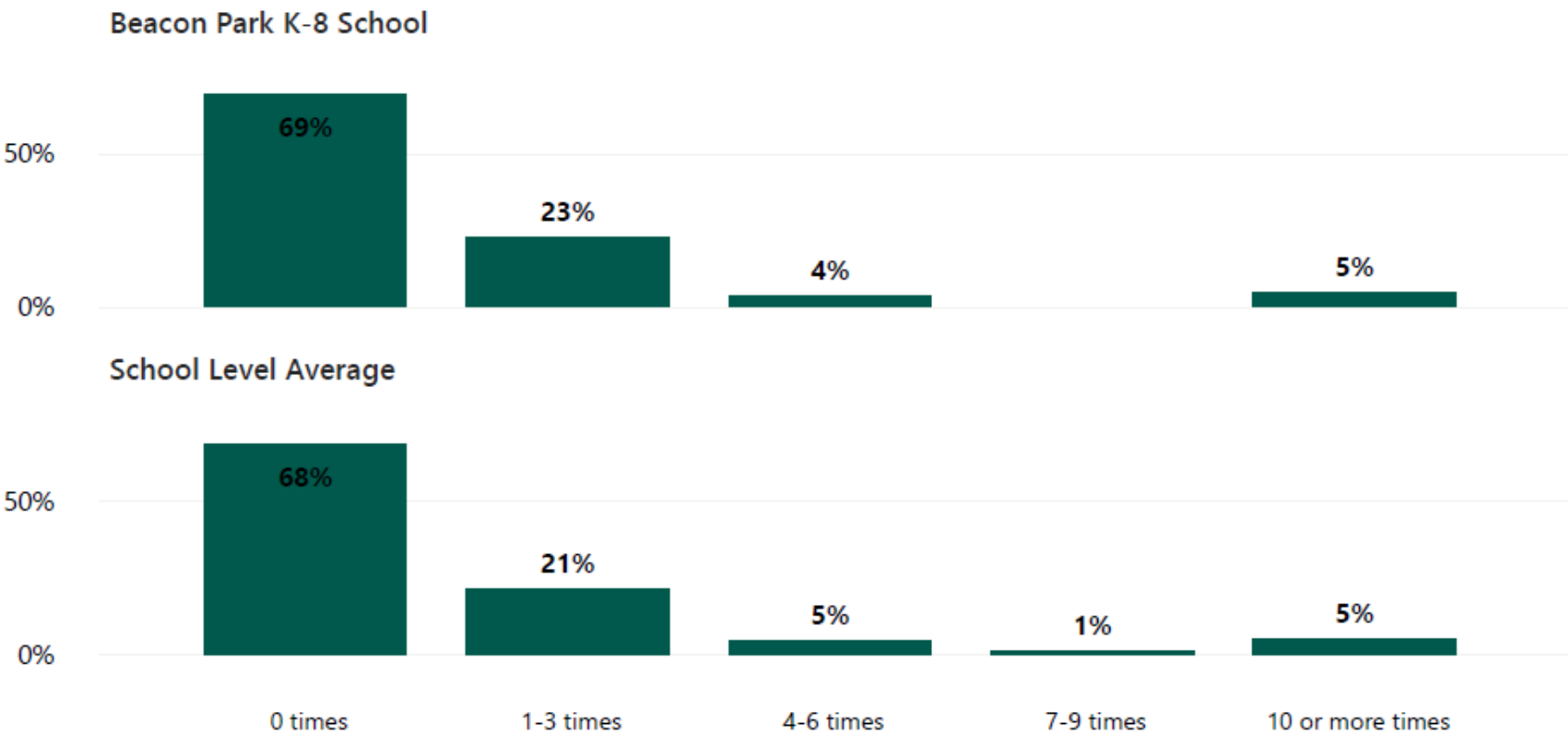
Grade	Reading					Language			Math				Behavior	Attendance	
# of students 979	Literacy Performance Assessments OTR, BPST, FSF, PSF	STAR Ren Reading (May '19)		CAASPP 2019		ELPAC			STAR Ren Math (May '19)		CAASPP 2019		SRSS	Absence Rate	
		At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Standard Not Met At Risk	Standard Nearly Met On Watch	LEP	FEP	ReDES	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Standard Not Met At Risk	Standard Nearly Met On Watch	Externalizing ≥ 9 Internalizing ≥ 4  Referral to ERC, GA, or MS Counselor (MSC) / TEAM	At risk >10%	On watch 5% - 10%
K 93 2 IEP	2 at risk *0 LEP 2 on watch					16 <2%	6 <1%						5 *5 to ERC *5 to GA	9	18
1 111 5 SAI	13 at risk *6 LEP 15 on watch *1 IEP *7 LEP					22 2%	9 1%		5 *2 LEP *1 IEP	7 *1 LEP *1 IEP			6 *6 to ERC *5 to GA	7	26
2 105 3 SAI	9 at risk *2 IEP *4 LEP 1 on watch *1 LEP	11 *3 IEP *6 LEP *1 LEP & IEP	3 *0 LEP *1 LEP & IEP			39 4%	3 <1%		7 *1 LEP *3 IEP *1 LEP & IEP	5 *1 IEP *1 LEP			2 *3 to ERC *5 to GA	4	21
3 108 5 SAI		9 *2 IEP *3 LEP *2 LEP & IEP	8 *1LEP			19 2%	12 1%		5 *1 IEP *1 LEP *1 LEP & IEP	4 *1 LEP			5 *8 to ERC *3 to GA	2	16
4 113 3 SAI		12 *6 LEP	13 *3 LEP *1 LEP & IEP			24 4%	10 1%	9 1%	5 *1 IEP *1 LEP & IEP	4 *1 LEP			5 *5 to ERC *2 to GA	6	16
5 86 5 SAI		12 *2 IEP *4 LEP *2 LEP & IEP	2			12 1%	8 <1%	9 1%	4 *2 IEP *1 LEP *1 LEP & IEP	2 *1 LEP & IEP			1 *4 to ERC *0 to GA	3	10
6 98 7 SAI		14 *1 IEP *4 LEP	10 *3 LEP			13 1%	19 2%	16 <2%	6 *3 IEP *1 LEP	2			4 MSC 5 TEAM	3	17
7 132 3 SAI		25 *11 LEP *1 LEP & IEP	15 *2 LEP			15 <2%	15 <2%	29 3%	6 *6 LEP *1 LEP & IEP	6 *1 LEP			3 MSC 27 TEAM	4	18
8 133 3 SAI		27 *16 LEP *1 LEP & IEP	8			20 2%	31 3%	16 <2%	8 *4 LEP *1 LEP & IEP	9 *1 LEP *1 IEP			3 MSC 20 TEAM	2	14
Total % (of students assessed)	8% at risk 6% on watch	110/775 14%	59/775 7.6%	NA	NA	180/979 18%	113/979 11.5%	79/979 8%	46/886 5%	39/886 4%	NA	NA	34/959 <4%	Warning Sent #1: 84 Warning Sent #2: 28  SARB Letter 1: 4 SARB Letter 2: 1	

Spring 2023

Grade	Reading						Language				Math				Social Emotional		Attendance	
# of students 1049	Literacy Performance Reading (Mid-Year)		STAR Ren Reading (April '23)		CAASPP 2023		ELPAC				STAR Ren Math (April '23)		CAASPP 2023		Panorama (SEL)  *K-2 Teacher Rated *3-8 Student Self Report		Full Day Absence Rate	
	At Risk	On Watch	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Standard Not Met At Risk	Standard Nearly Met On Watch	1	2	3	4	At Risk ≤ 25	On Watch 25 ≤ x ≤ 40	Standard Not Met At Risk	Standard Nearly Met On Watch	At Risk No strengths	On Watch Strength in less than 50% skills	At risk >15%	On watch 5% - 15%
K 74 1 SAI	3 4% 1 Level 1 1 Level 2	13 18% 3 Level 1 3 Level 2					11 15%	10 14%	8 11%	2 3%					2 3%	6 8%	11 15%	12 16%
1 116 3 SAI	4 3% 1 Level 1 1 SAI	10 9% 1 Level 1 2 Level 2 1 Level 3 1 Level 4 1 SAI					2 2%	5 4%	25 22%	7 6%	1 <1% 1 SAI	2 2% 1 SAI			3 3%	21 8%	8 7%	14 12%
2 122 6 SAI	2 2% 1 Level 2 1 Level 4	15 12% 1 Level 1 2 Level 2 2 Level 3 4 SAI					3 2%	8 7%	27 22%	14 11%	2 2% 1 Level 2 1 SAI	8 7% 3 Level 2 1 Level 3 1 SAI			10 8%	19 15%	9 7%	16 13%
3 124 5 SAI			10 8% 1 Level 1 2 Level 2 1 Level 3 3 SAI	12 10% 1 Level 3 2 Level 4			4 3%	1 <1%	13 10%	15 12%	4 3% 1 Level 1 2 SAI	6 5% 1 Level 2 1 SAI			12 10%	11 9%	12 10%	12 10%
4 121 8 SAI			12 10% 2 Level 2 2 Level 3 4 SAI	8 7% 1 Level 4 1 SAI			1 <1%	3 2%	10 8%	10 8%	5 4% 1 SAI	5 4% 1 Level 3			0	20 17%	25 21%	8 7%
5 132 6 SAI			17 13% 3 Level 2 4 Level 3 2 Level 4 5 SAI	11 8% 1 Level 3 3 Level 4 1 SAI			1 <1%	4 3%	13 10%	18 14%	6 5% 1 Level 2 1 Level 3 1 Level 4 2 SAI	6 5% 1 Level 2 1 Level 4 2 SAI			1 1%	20 15%	17 13%	10 8%
6 111 6 SAI			13 12% 1 Level 1 2 Level 2 1 Level 3 1 Level 4 3 SAI	15 14% 1 Level 1 1 Level 2 2 Level 3 2 Level 4			5 5%	4 4%	9 8%	25 23%					3 3%	22 20%	30 27%	12 11%
7 132 7 SAI			22 17% 1 Level 1 1 Level 2 2 Level 3 4 Level 4 4 SAI	12 9%			2 2%	3 <2%	11 8%	14 11%					7 5%	18 14%	27 20%	17 13%
8 117 5 SAI			22 19% 1 Level 1 1 Level 3 2 Level 4 4 SAI	20 17% 1 Level 3 1 SAI			1 <1%	0	10 9%	10 9%					16 14%	9 8%	18 15%	38 32%
Total % (of students assessed)	3% at risk 12% on watch		96/737 13%	78/737 11%	NA	NA	30/1049 3%	38/1049 4%	126/1049 12%	115/1049 11%	18/615 3%	27/615 4%	NA	NA	54 5%	146 14%	Warning Sent #1: XX Warning Sent #2: XX  SARB Letter 1: X SARB Letter 2: X	

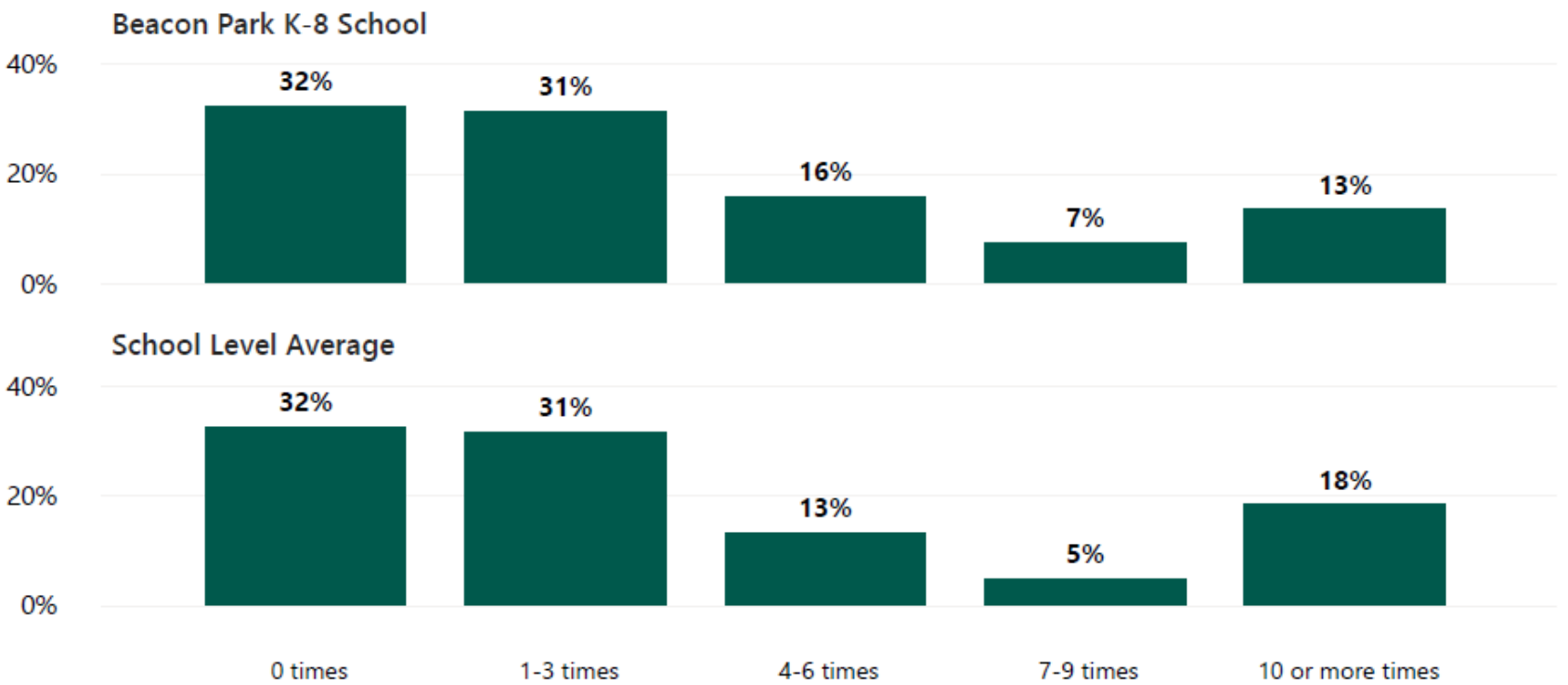
How many times during the past 12 months have you missed school because you experienced chronic stress? (Students)

● Student



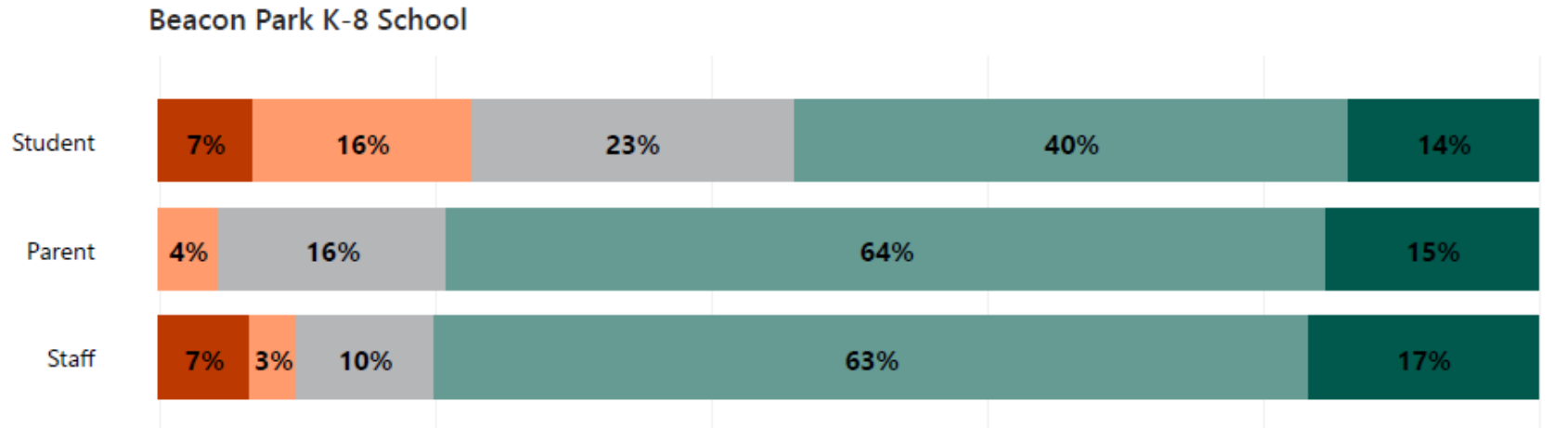
How many times during the past 12 months (for two or more consecutive weeks) have you felt down, sad, or hopeless and where you found little interest or pleasure in doing things you normally do? (Students)

● Student



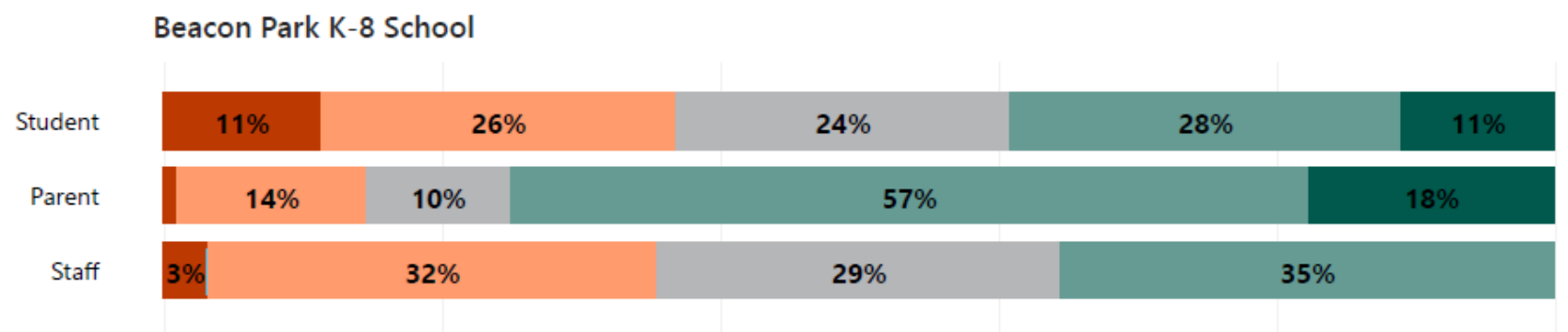
My child has healthy strategies to manage stress. / I have healthy strategies to manage stress.

● Strongly disagree ● Disagree ● Neither agree nor disagree ● Agree ● Strongly agree



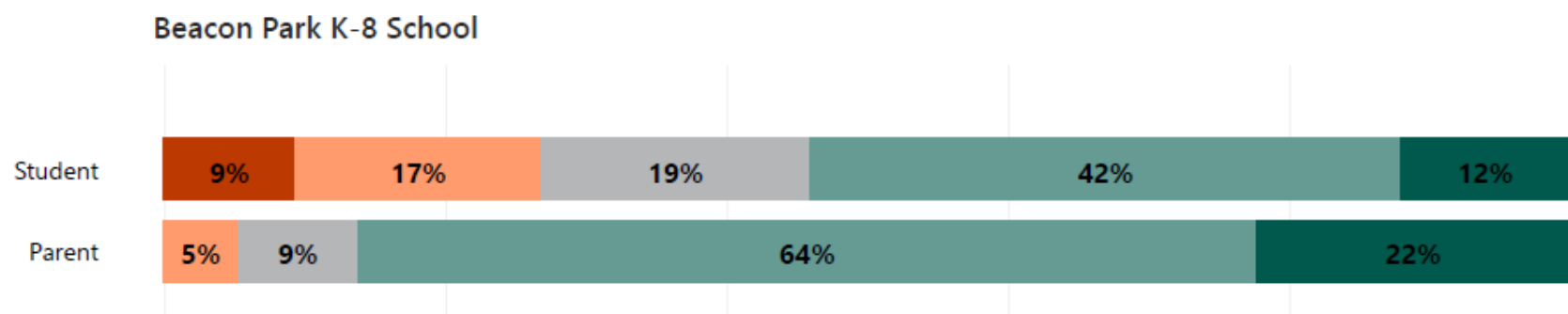
The level of stress my child feels is generally low. / The level of stress that I feel is generally low. / The level of stress that students feel is generally low.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



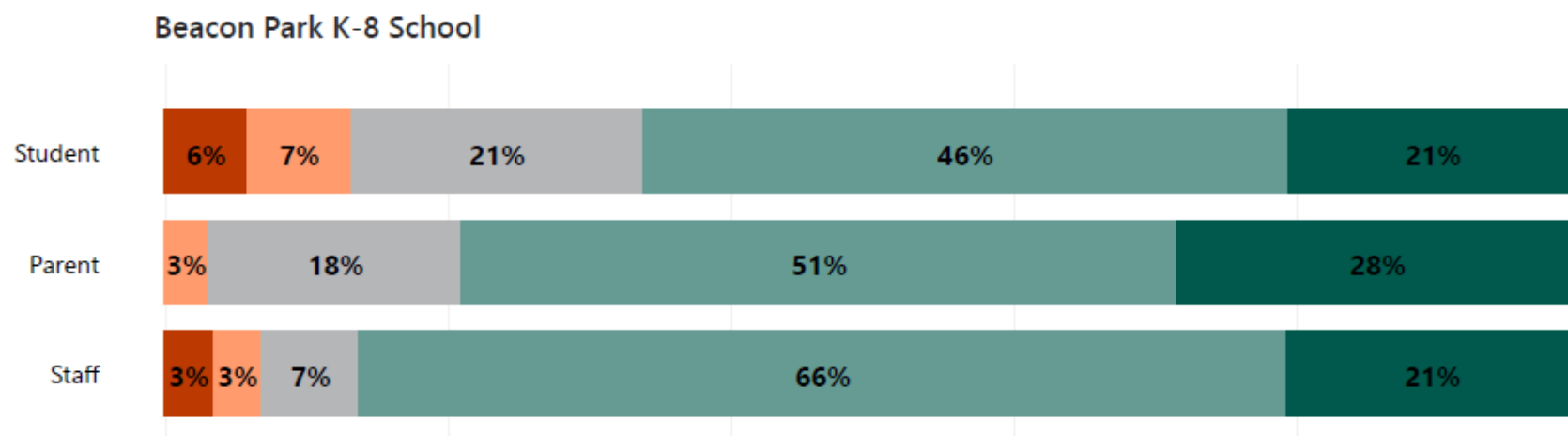
My child can explain their feelings to others. / I can explain my feelings to others.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



I feel optimistic about the future.

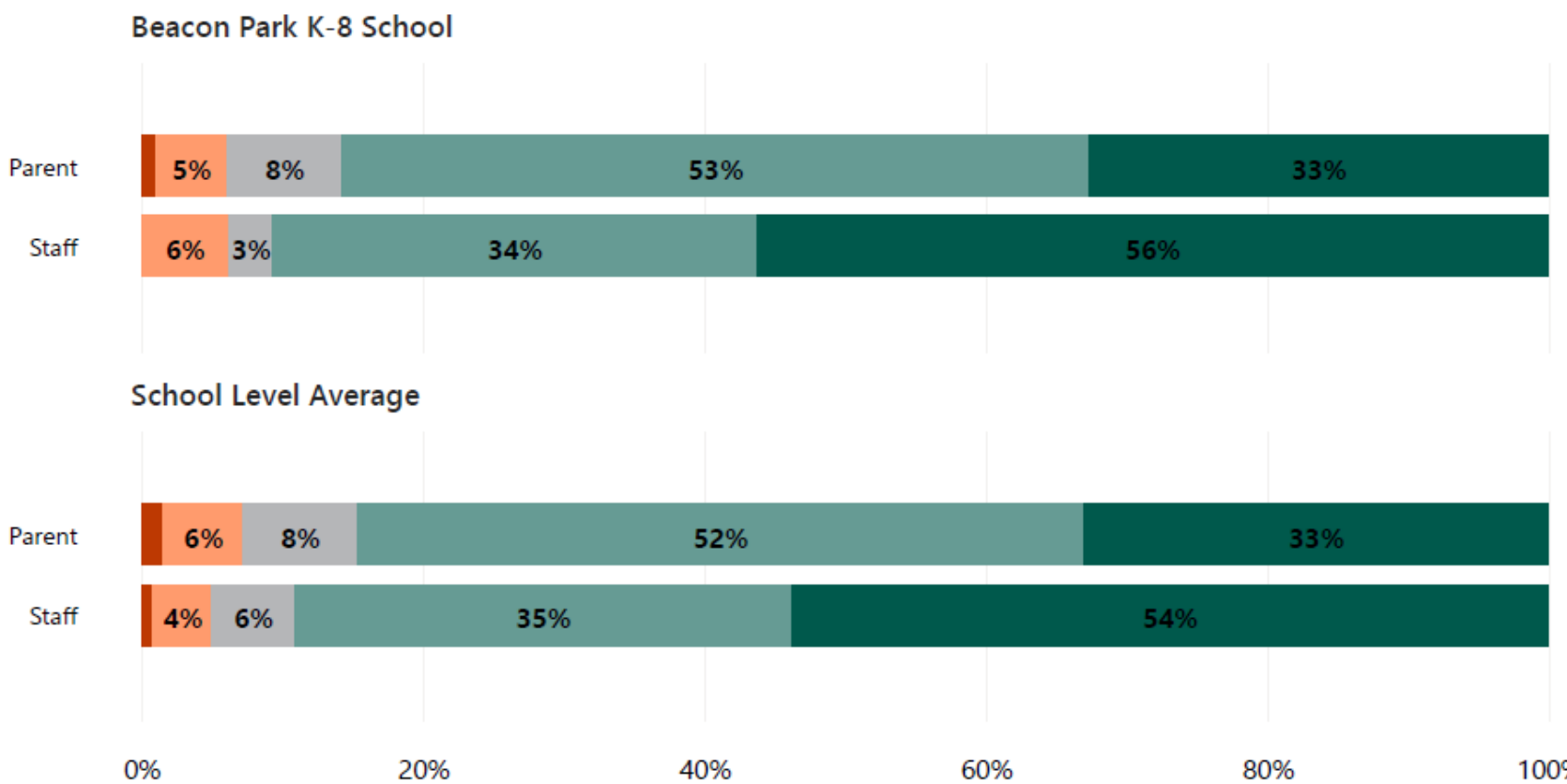
Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



School Safety & Discipline

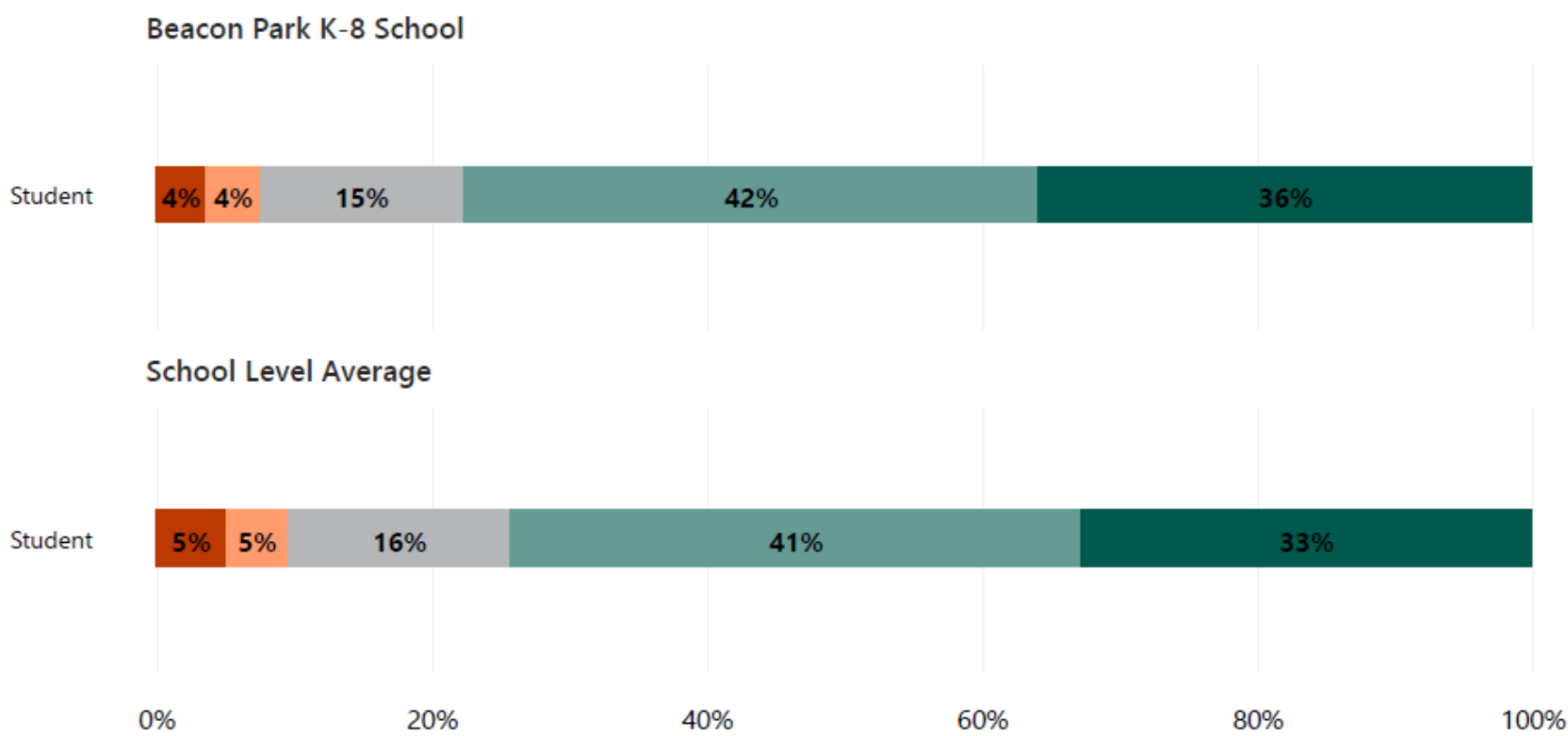
My child feels safe in all places at this school. / I feel safe in all places in my school.

Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



Please say if you agree with the following statement. If you aren't sure or the statement doesn't apply to you, please select "Don't Know." I feel safe at my school. (Students)

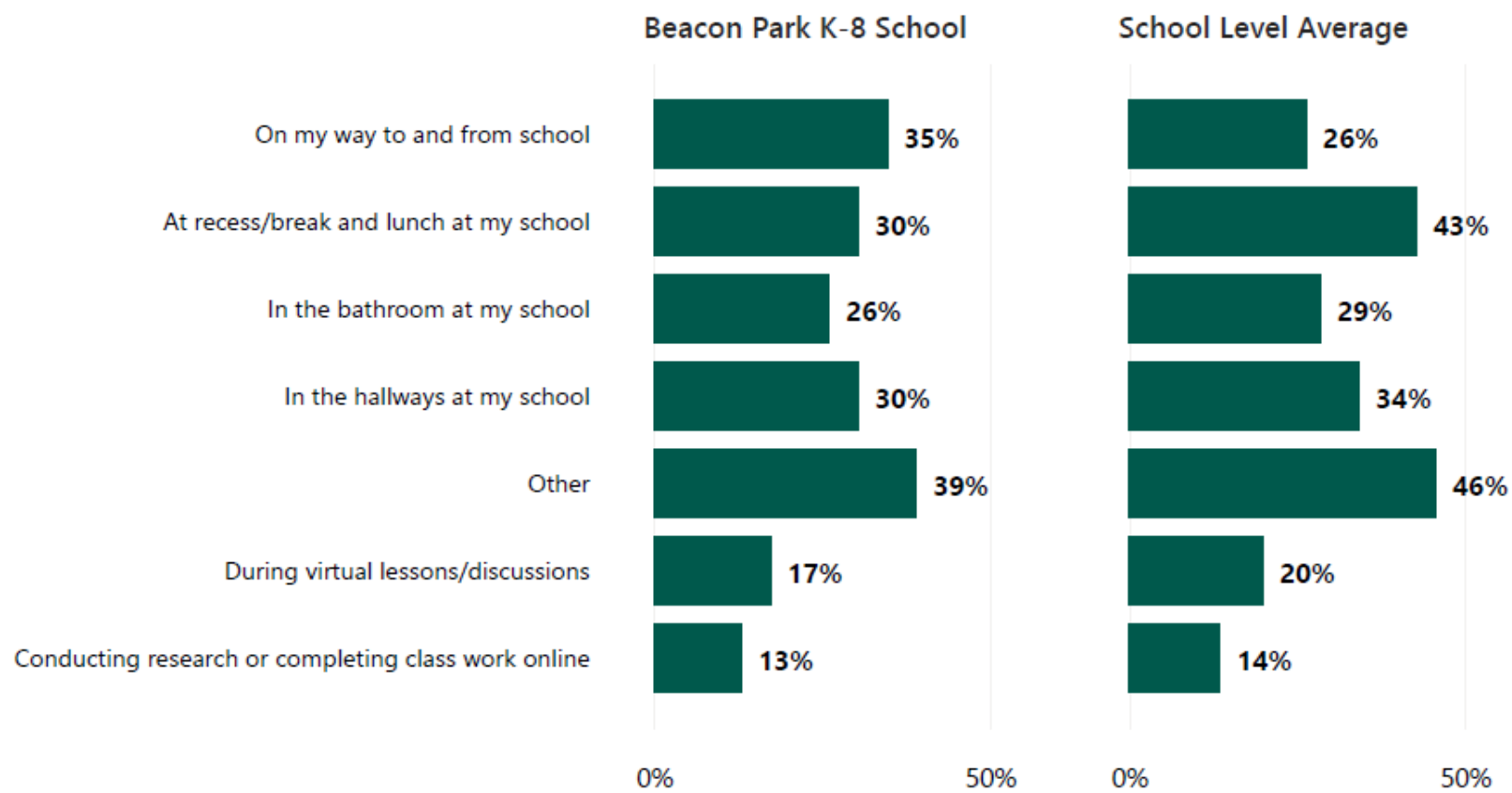
Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree



## School Safety & Discipline

Where do you feel unsafe? Please select all that apply. (Students)

Student



## Section 1: Stakeholder Engagement

Instructions and requirements for completing the SPSA may be found in the Addendum and Plan Requirements.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beacon Park School	30-73650-0133389	May 31, 2022	

### Educational Partner Involvement:

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

#### Involvement Process for the SPSA and Impact that Stakeholder Engagement had on the process

The Principal and Assistant Principal met to discuss the 2023-24 SPSA in May 2023. It was decided that teacher input about data and possible goals would be beneficial and critical when creating goals. The School Site Council (comprised of teachers, parents, students, staff, and administrators) and PTA Executive Board will meet to review MTSS data and the school-wide goals and provide input and feedback again in the fall 2023. At a staff meeting, the revised goals will be shared and agreed upon for the 2022-23 school year.

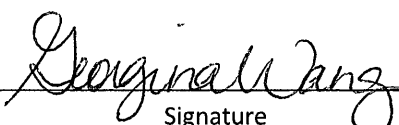
### Recommendations and Assurances

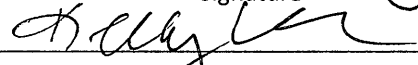
The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

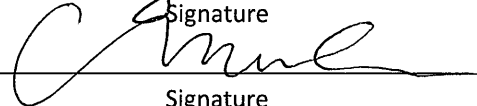
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA)
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

- X English Learner Advisory Committee
- X Special Education Advisory Committee
- X Gifted and Talented Education Program Advisory Committee

Other committees established by the school or district (list):

  
Signature

  
Signature

  
Signature

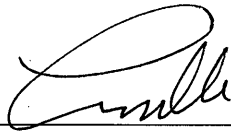
\_\_\_\_\_  
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 31, 2022

Attested:

Kris Linville

Typed Name of School Principal



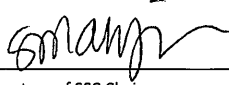
Signature of School Principal

5/23/23

Date

Samreen Manjra

Typed Name of SSC Chairperson



Signature of SSC Chairperson

5/23/23

Date