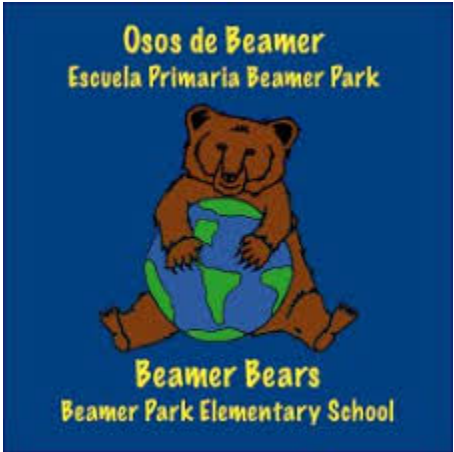




School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beamer Park Elementary School	57727106056444	May 8, 2026	May 28, 2026

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

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

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

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

This plan is being used by Beamer Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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Plan Description

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

This plan is being used by Beamer Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Wide Plan being implemented by Beamer Elementary meets the Every Student Succeeds Act (ESSA) planning requirements in alignment with the LCAP and other federal, state and local programs through:

A comprehensive needs assessment of the entire school includes information on students' academic achievement regarding the challenging state academic standards, particularly the needs of those students who are failing or are at risk of failing to meet them. The needs assessment was conducted in the English Learner Advisory Committee and School Site Council parent meetings, student surveys, student advisory groups, and staff and leadership meetings, whereby groups focused on site-specific needs.

The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment.

These include: Strategies that the school is implementing to address the school's needs by providing opportunities for all students to meet the challenging state academic standards, the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Through programs, activities, and courses necessary to provide a well-rounded education and strategies that address the needs of all students in the school, particularly those at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:

A school and family engagement policy

A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

Parent engagement and feedback through the Healthy Kids Survey and PBIS Parent Survey (school- created)

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Beamer Park Elementary School's Site Council meets at least six times yearly to review school data, monitor progress on SPSA goals and ultimately provide feedback and approve the revised plan and budget. Teachers from the Guiding Coalition helped lead the site needs assessment process in the winter and drafted site needs in the spring by analyzing data from the California and district dashboards. The Guiding Coalition helped facilitate data analysis sessions with staff during site PLC meetings, grade level collaboration and staff meetings to identify areas of strength and areas that required focus for improvement. This determined areas in which interventions would be targeted in early literacy in all grades while utilizing site resources to target Tier II support with our Literacy Paraprofessionals. We also extended GLAD training to new teachers, which allowed for expanding learning opportunities to support teaching in our dual language program. Staff identified that our data showed evidence that our ELA and Math scores improved from orange to yellow. Our data also demonstrated that our Science test scores in fifth grade also grew to Blue, as did our English Language Learners, which the California dashboard demonstrated growth from red to blue due to targeted intervention and focus on best first instructional practices. Our staff, SSC, ELAC and Youth Advisory also participate in the needs assessment process and develops and approves the annual School Plan for Student Achievement (SPSA).

Formal needs assessments were conducted with community partner groups at Beamer Park Elementary, including the English Learner Advisory Committee (ELAC), the School Site Council (SSC), the Beamer Staff, Guiding Coalition and

students. Each meeting included an in-depth review of the most recent California School Dashboard data for Beamer Park Elementary School students' academic performance, attendance, reclassification, and suspension rates. Other academic data reviewed were i-Ready data in Spanish, English Language Arts, Science and Mathematics. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

STUDENT INPUT

Student input was gathered through informal and formal conversations with our student council and youth advisory groups which meet monthly. Student focus groups were influential in providing input and feedback on campus culture and safety. Student interest clubs were designed two years ago and currently continue this year. Students have leadership opportunities to provide student voice through Student Council, Youth Advisory, and our Conflict Managers. Youth Advisory is a cohort created to meet with the site administrator monthly throughout the year. The Youth Advisory Council meets, at a minimum, 9 times a year to provide input on academic, safety, social, and local data. Our Youth Advisory Council comprises four 4th graders, four 5th graders, and four 6th graders. The selected profiles reflected our school climate and included English and Spanish-speaking students, newcomers, and students with disabilities. Student Advisory Council completed a needs assessment by reviewing and conversing with the site administrator regarding academic and local data. Students identified student interventions as an area of concern. Students provided feedback that additional support is needed in Mathematics, Comprehension, and Reading. Social Activities and Emotional Needs were identified as a concern for student engagement. Students also offered an analysis of root causes and collaborated to provide recommendations to improve student outcomes.

Students also participated in the new social emotional screener, for self-assessment on their social-emotional needs in March 2026 to help determine which Tier II supports are needed on campus. Students in grades 3-6 also participated in the Culture and Climate Survey to gather information on Bullying, which was conducted in Fall (November) and Spring (March) of 2025- 2026. This year, Youth Advisory visited classrooms to ensure that each class had a drop box or a way for students to report Bullying on campus to their classroom teachers. As a follow-up, the Student Advisory met on March 10, 2026 and April 7, 2026 to review the School Plan for Student Achievement, their suggestions for student clubs, and provide feedback on the strategies to help with improvement and implementation on our campus is ongoing.

Needs assessment meetings were held with the English Language Advisory Committee on January 12, 2026, February 27, 2026, and with the School Site Council on March 26, 2026. Both groups agree that there needs to be a clear focus on tiered support interventions, academically, socially, and emotionally. In reviewing areas of need, it is evident that the decline in Mathematics and Language Arts is troublesome. This year, there was a decline in our English Learner Progress, providing evidence that instructional support in language acquisition is needed. These are areas of concern shared by educational partners as well as staff. Another area of need would be interventions and supplemental materials to support differentiated instruction and tiered supports, especially with our English Language Learner population. Both groups felt that early intervention and Tier II supports provided by the teachers and an interventionist would help support student learning. This year, we have also monitored the 8 intervention classes in TK-6 while reviewing the data. In addition, our English Language Specialist hosted a newcomer intervention class for students new to the United States and Beamer Elementary. Both groups were also interested in supporting teachers in professional development by providing the best first instruction to all students and Tier I support to all. To create professional learning communities on-site, a team attended Professional Learning Community Professional Development in the summer of 2023 and 2024 to help navigate the work around data analysis and student achievement. In collaboration this year with CAFE and Project Promesa, our teachers receive targeted professional development in the best first instruction and use the Guiding Principles for Dual Instruction. Solution Tree has also provided professional development in unpacking essential state standards and designing units of study. Teachers on the leadership team have also learned to analyze school-wide data to formulate specific, achievable, relevant, and time-bound goals (SMART). Professional Learning Communities have been intentional, and teachers have had time to collaborate in grade-level teams and cross-grade-level articulation on our site and district dual immersion teams. Guiding Coalition and Leadership teams have also reviewed site needs and priorities and provided feedback.

The English Language Advisory Committee and staff reviewed the School Plan for Student Achievement on March 26, 2026 and provided additional feedback. The school site council reviewed the plan on April 30, 2026, considered recommendations and input from all groups, and approved the SPSA on May 7, 2026.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

1. English Language Arts (ELA)

Overall School Performance: Yellow (35.7 points below standard, increased +16.1 points)

Student Groups Two Levels Below:

Students with Disabilities: Orange (85.5 points below standard, increased +12.4 points)

English Learners: Yellow (121.7 points below standard, decline -7.8 points)

Intervention Strategies:

Increase engagement in reading (Accelerated Reader, Book Club, student voice in library acquisitions).

Strengthen Tier 1 and Tier 2 reading intervention (SIPPS, GLAD, AR).

Increase co-teaching and push-in support for EL and SPED students.

Expand professional development in research based key strategies for student engagement and language acquisition and differentiated instruction.

2. Mathematics

Overall School Performance: Yellow (52 points below standard, improved by +19.7 points)

Student Groups Two Levels Below:

Students with Disabilities: Orange (96.6 points below standard, increased significantly by +22 points)

English Learners, Hispanic and Socioeconomically Disadvantaged: Yellow (104 points below standard, increased by 4 points)

Intervention Strategies:

Expand math intervention support during the instructional day along with program support (i-Ready).

Implement small group instruction and structured math scaffolding for EL and SPED students.

Implemented tiered math group instructions, use of manipulatives and targeted vocabulary instruction.

3. Chronic Absenteeism

Overall School Performance: Green: High (9.9% chronically absent, declined by -2.3%)

Student Groups Two Levels Below:

Hispanic: Yellow (10.5% chronically absent, decline -2.3%)

Socioeconomically Disadvantaged: Yellow (11.2% chronically absent, decline -3.5%)

Intervention Strategies:

Strengthen home-school communication and attendance celebration monthly at assemblies.

Increase parent outreach efforts by site staff, teacher and administration.

Implement weekly attendance rates on Parent Square to keep parents informed of weekly, school wide attendance rates.

Implement weekly calls to help families to offer support, share research on how attendance affects student achievement.

4. Suspension Rate

Overall School Performance: Blue: Very High (0.2% suspended at least once, declined by -0.8%)

No Student Groups are Two Levels Below

Intervention Strategies:

Provide Positive Behavior Professional Development to site staff (teacher leaders)

Site Admin and school counselor provide restorative practices approach

Expand Tier 2 and Tier 3 behavioral interventions with support of counselor and behavior specialist

Strengthen PBIS and school-wide behavior supports.

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

English Language Arts
Math
English Language Learners

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Beamer Park Elementary had a 1.5 English Learner Specialist but not a Title I teacher this year which did impact intervention and small group support this year.

- Calendar release time for teachers to work in Professional Learning Teams with English Learner Specialist and Admin to analyze assessment data and identify Tier II or Tier III intervention needs
- Continue to provide scaffolded support in Spanish Language Development that is rigorous
- Set Specific Measurable Achievable Relevant Time bound goals (SMART) as grade-level teams in Literacy: Spanish, English Language Arts, and Math
- Progress Monitoring of student needs in Social Emotional Learning, Academic, and Language Development in grades TK through sixth
- Professional Learning Community time was calendared and included cross-grade level articulation to look at how essential standards develop across the grade levels, and Instructional Rounds for teacher observations to observe key teaching strategies across the grade level span.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Beamer Park Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	0.40%	%	%	2		
Asian	0.40%	0.20%	0.19%	2	1	1
Filipino	0.20%	%	%	1		
Hispanic/Latino	91.50%	91.73%	90.52%	452	455	468
White	5.47%	5.44%	6.58%	27	27	34
Two or More Races	1.21%	1.21%	0.58%	6	6	3
Not Reported	0.81%	1.41%	2.13%	4	7	11
Total Enrollment				494	496	517

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		24	24
Kindergarten	74	67	78
Grade 1	76	70	70
Grade 2	69	76	75
Grade3	67	75	76
Grade 4	63	62	73
Grade 5	58	62	60
Grade 6	64	60	61
Total Enrollment	494	496	517

Conclusions based on this data:

1. The current enrollment for 2025-26 is 517 students, which is an increase over last year's enrollment of 496. Beamer serves a predominantly Hispanic population, although the percentage has been making slow increases across 3 years. We are currently reviewing enrollment applications weekly and host Dual Immersion parent meetings for new incoming families four times a year .

2. Hispanic group has increased slightly but maintained with 1%.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	195	187	157	39.5%	37.7%	30.4%
Fluent English Proficient (FEP)	92	93	124	18.6%	18.8%	24.0%

Conclusions based on this data:

1. The percentage of EL students has decreased by 1.8 % remaining fairly stable. These numbers can be attributed to the increase of students who have reclassified based on the increase of almost 2%. However, we anticipate a potential increase in the coming years due to families who select a dual immersion program to foster biliteracy and bilingualism.
2. The percentage of Fluent English Proficient (FEP) students has maintained in the last two years from 18.6% in 2023-24 to 18.8% in 2024-25. With best first instruction and targeted interventions, the focus on early language development, in dual languages, we hope to continue to see progress.
3. While reclassification rates are not explicitly listed for 2023-24, past data suggests that there is an increase of students who have been reclassified as Fluent English Proficient (RFEP) in recent years, as well as students who are recognized for being on the pathway to receive their Seal of Biliteracy in grades 4 and 6.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	65	73	66	65	72	66	65	72	100.0	100	98.6
Grade 4	61	63	61	61	63	61	61	63	61	100.0	100	100
Grade 5	67	58	60	65	58	60	65	58	60	97.0	100	100
Grade 6	57	63	59	56	63	58	56	63	58	98.2	100	98.3
All Grades	251	249	253	248	249	251	248	249	251	98.8	100	99.2

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2400.	2351.	2373.	22.73	7.69	15.28	19.70	9.23	11.11	27.27	21.54	20.83	30.30	61.54	52.78
Grade 4	2425.	2416.	2405.	11.48	11.11	9.84	16.39	17.46	13.11	19.67	17.46	22.95	52.46	53.97	54.10
Grade 5	2491.	2477.	2514.	20.00	12.07	28.33	20.00	29.31	20.00	32.31	22.41	28.33	27.69	36.21	23.33
Grade 6	2494.	2488.	2505.	5.36	12.70	8.62	26.79	25.40	31.03	33.93	22.22	31.03	33.93	39.68	29.31
All Grades	N/A	N/A	N/A	15.32	10.84	15.54	20.56	20.08	18.33	28.23	20.88	25.50	35.89	48.19	40.64

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	7.69	9.72	68.18	52.31	54.17	18.18	40.00	36.11
Grade 4	8.20	11.11	6.56	59.02	63.49	59.02	32.79	25.40	34.43
Grade 5	20.00	13.79	21.67	60.00	65.52	58.33	20.00	20.69	20.00
Grade 6	5.36	11.11	12.07	58.93	49.21	50.00	35.71	39.68	37.93
All Grades	12.10	10.84	12.35	61.69	57.43	55.38	26.21	31.73	32.27

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	13.64	0.00	11.11	54.55	43.08	37.50	31.82	56.92	51.39
Grade 4	9.84	1.59	8.20	50.82	57.14	44.26	39.34	41.27	47.54
Grade 5	13.85	10.34	20.00	63.08	60.34	58.33	23.08	29.31	21.67
Grade 6	7.14	9.52	10.34	62.50	57.14	68.97	30.36	33.33	20.69
All Grades	11.29	5.22	12.35	57.66	54.22	51.39	31.05	40.56	36.25

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	10.61	4.62	5.56	74.24	67.69	79.17	15.15	27.69	15.28
Grade 4	8.20	0.00	9.84	72.13	82.54	68.85	19.67	17.46	21.31
Grade 5	10.77	8.62	13.33	75.38	79.31	71.67	13.85	12.07	15.00
Grade 6	3.57	9.52	13.79	89.29	71.43	72.41	7.14	19.05	13.79
All Grades	8.47	5.62	10.36	77.42	75.10	73.31	14.11	19.28	16.33

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	18.18	7.69	8.33	59.09	52.31	54.17	22.73	40.00	37.50
Grade 4	6.56	6.35	4.92	72.13	60.32	63.93	21.31	33.33	31.15
Grade 5	12.31	12.07	26.67	66.15	53.45	61.67	21.54	34.48	11.67
Grade 6	16.07	7.94	17.24	60.71	68.25	60.34	23.21	23.81	22.41
All Grades	13.31	8.43	13.94	64.52	58.63	59.76	22.18	32.93	26.29

Conclusions based on this data:

1. As Beamer, we are working to improve best first instructional practices, Tier I support for all learners. Our English Language Learner, Hispanic and Socioeconomically Disadvantaged subgroups demonstrated accelerated growth while our Students with Disabilities demonstrate average progress.

This year, a focus was on early targeted interventions. Our master schedule was adjusted so grade level teams could build in targeted interventions in the school day and work collectively in grade level teams. 66% of our staff offered Tier II support to our students outside the school day. Data-driven discussions and discourse have occurred in academic conferences, which happen three times a year. Creating action plans to support student learning gaps and providing interventions resulting from academic conferences, we now have a Wellness Team. Wellness Team meetings occur monthly to follow up on Tier II and Tier III action plans and communicate with staff.

2. Third, Fourth and Sixth grades continue to have the highest percentage of students not meeting standards, with 37.5% below, 31.15% below and 37.93% below, respectively, in Reading standard ELA. Overall the data shows that 60% of our students in grades 3-6 are not meeting standards in Language Arts in English, while 33% met or exceeded the standard.

In reading, 32% of students scored below standard, and in writing, 36% scored below standard. While foundational literacy gaps from the pandemic may still be a factor, this cohort has improved slightly compared to the prior year. Additional instructional supports and targeted interventions in early literacy and phonics will be critical for continued improvement in English and Spanish.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	66	65	73	66	65	72	66	65	72	100.0	100	98.6
Grade 4	61	63	61	61	63	61	61	63	61	100.0	100	100
Grade 5	67	58	60	67	58	60	67	58	60	100.0	100	100
Grade 6	57	63	59	56	63	59	56	63	59	98.2	100	100
All Grades	251	249	253	250	249	252	250	249	252	99.6	100	99.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2409.	2366.	2392.	10.61	3.08	12.50	19.70	15.38	18.06	40.91	27.69	29.17	28.79	53.85	40.28
Grade 4	2423.	2440.	2432.	3.28	6.35	4.92	9.84	19.05	22.95	45.90	38.10	31.15	40.98	36.51	40.98
Grade 5	2460.	2444.	2493.	7.46	3.45	16.67	22.39	12.07	21.67	22.39	27.59	30.00	47.76	56.90	31.67
Grade 6	2474.	2461.	2472.	3.57	4.76	10.17	19.64	12.70	6.78	21.43	38.10	25.42	55.36	44.44	57.63
Grade 11															
All Grades	N/A	N/A	N/A	6.40	4.42	11.11	18.00	14.86	17.46	32.80	32.93	28.97	42.80	47.79	42.46

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.12	6.15	13.89	51.52	36.92	43.06	36.36	56.92	43.06
Grade 4	8.20	14.29	11.48	47.54	50.79	47.54	44.26	34.92	40.98
Grade 5	8.96	1.72	20.00	47.76	46.55	46.67	43.28	51.72	33.33
Grade 6	1.79	6.35	6.78	39.29	47.62	42.37	58.93	46.03	50.85
Grade 11									
All Grades	8.00	7.23	13.10	46.80	45.38	44.84	45.20	47.39	42.06

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	15.15	9.23	15.28	56.06	41.54	48.61	28.79	49.23	36.11
Grade 4	4.92	3.17	6.56	52.46	60.32	50.82	42.62	36.51	42.62
Grade 5	5.97	6.90	11.67	61.19	50.00	61.67	32.84	43.10	26.67
Grade 6	5.36	3.17	5.08	44.64	50.79	38.98	50.00	46.03	55.93
All Grades	8.00	5.62	9.92	54.00	50.60	50.00	38.00	43.78	40.08

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	12.12	6.15	11.11	62.12	46.15	55.56	25.76	47.69	33.33
Grade 4	4.92	9.52	6.56	55.74	50.79	52.46	39.34	39.68	40.98
Grade 5	5.97	1.72	15.00	58.21	58.62	65.00	35.82	39.66	20.00
Grade 6	5.36	14.29	3.39	58.93	55.56	59.32	35.71	30.16	37.29
All Grades	7.20	8.03	9.13	58.80	52.61	57.94	34.00	39.36	32.94

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards has increased slightly, with 3rd and 5th grades having the highest percentage of proficient students (12% and 16% exceeding and 18% and 21% meeting the standard). In fourth and sixth grades we see that 40.9 % and 6.57% of students did not meet standard which is a decline from the previous year. What this shows is that a large portion of students still require intervention.
2. While math concepts and procedures have improved in some areas, a majority of students in grades 3-6 remain below standard. Fifth grade saw an increase in students who met or exceeded standard with 38% of students showing growth. Third grade saw an improvement, with a drop from 53.8% to 40.28% of students scoring below standard, but 4th and 6th grades saw a decline, with 40.9% and 57.6% respectively, of students now below standard. The overall decline in students scoring below standard across multiple cohorts indicates that intervention efforts are having an impact, but gaps remain. Partnering with the UC Davis Math project is in the developmental collaboration stages for the upcoming year.
3. Based on the overall achievement of our students, we are also looking at providing support in the area of Mathematics, as our students scored low on the California Dashboard, 52 points from the standard overall but grew 19.7 points overall. One area of focus is working to support foundational skills. This is our second year that math is

taught in English school wide, grades TK through sixth. In the past Math instruction was 90 minutes and it was taught in Spanish. Math Instruction is now 60 minutes daily due to our dual immersion language model minute allocations. This has continued to be an area of concern. Ensuring that the Tier I instruction includes visuals, manipulatives, and dual immersion support, we expect this to continue to support growth in mathematics school-wide. We also offer Tier II interventions in Mathematics, academic vocabulary, and Spanish support as needed. This year an intervention support specialist was hired to support Tier II instructional support in small groups, for grades 4-6.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1410.5	1426.4	1438.7	1432.1	1444.4	1446.9	1359.8	1384.4	1419.7	57	45	32
1	1442.4	1443.3	1459.4	1477.9	1468.7	1480.9	1406.5	1417.2	1437.4	33	39	28
2	1493.2	1454.4	1499.6	1506.2	1465.3	1515.3	1479.6	1443.0	1483.4	34	28	36
3	1487.3	1486.2	1486.8	1495.4	1490.9	1492.7	1478.8	1480.9	1480.5	26	25	30
4	1509.5	1518.2	1555.1	1512.4	1526.6	1577.1	1506.2	1509.2	1532.7	28	23	19
5	1510.2	1527.9	1549.5	1502.6	1524.2	1548.1	1517.4	1531.0	1550.4	11	23	11
6	1542.0	*	1548.3	1539.5	*	1550.4	1543.9	*	1545.6	13	*	12
All Grades										202	186	168

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	8.77	13.33	34.38	38.60	37.78	25.00	31.58	37.78	21.88	21.05	11.11	18.75	57	45	32
1	12.50	10.26	10.71	31.25	30.77	50.00	28.13	38.46	28.57	28.13	20.51	10.71	32	39	28
2	11.76	0.00	22.22	55.88	35.71	58.33	29.41	42.86	11.11	2.94	21.43	8.33	34	28	36
3	11.54	0.00	10.00	38.46	48.00	46.67	30.77	48.00	23.33	19.23	4.00	20.00	26	25	30
4	14.29	26.09	52.63	53.57	34.78	26.32	14.29	26.09	21.05	17.86	13.04	0.00	28	23	19
5	27.27	17.39	27.27	27.27	52.17	63.64	18.18	17.39	9.09	27.27	13.04	0.00	11	23	11
6	23.08	*	25.00	61.54	*	58.33	15.38	*	16.67	0.00	*	0.00	13	*	12
All Grades	12.94	10.75	24.40	43.28	39.25	45.24	26.37	35.48	19.64	17.41	14.52	10.71	201	186	168

Oral 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	22.81	20.00	34.38	31.58	37.78	28.13	26.32	31.11	18.75	19.30	11.11	18.75	57	45	32
1	40.63	51.28	46.43	21.88	20.51	35.71	21.88	15.38	14.29	15.63	12.82	3.57	32	39	28
2	35.29	10.71	61.11	50.00	50.00	19.44	14.71	32.14	16.67	0.00	7.14	2.78	34	28	36
3	38.46	24.00	33.33	42.31	60.00	36.67	7.69	12.00	20.00	11.54	4.00	10.00	26	25	30
4	57.14	47.83	78.95	25.00	39.13	21.05	10.71	8.70	0.00	7.14	4.35	0.00	28	23	19
5	45.45	39.13	54.55	27.27	47.83	45.45	0.00	8.70	0.00	27.27	4.35	0.00	11	23	11
6	38.46	*	50.00	53.85	*	41.67	7.69	*	8.33	0.00	*	0.00	13	*	12
All Grades	36.82	31.18	49.40	34.83	40.32	30.36	16.42	20.43	13.69	11.94	8.06	6.55	201	186	168

Written 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	2.27	8.89	18.75	9.09	17.78	25.00	47.73	48.89	46.88	40.91	24.44	9.38	44	45	32
1	3.13	7.69	7.14	18.75	20.51	17.86	18.75	23.08	39.29	59.38	48.72	35.71	32	39	28
2	5.56	0.00	8.33	47.22	21.43	47.22	19.44	46.43	19.44	27.78	32.14	25.00	36	28	36
3	10.53	4.00	0.00	31.58	16.00	30.00	36.84	48.00	43.33	21.05	32.00	26.67	19	25	30
4	0.00	13.04	15.79	16.67	26.09	47.37	50.00	30.43	21.05	33.33	30.43	15.79	24	23	19
5	20.83	13.04	27.27	4.17	21.74	18.18	54.17	47.83	45.45	20.83	17.39	9.09	24	23	11
6	7.69	*	16.67	15.38	*	16.67	76.92	*	58.33	0.00	*	8.33	13	*	12
All Grades	3.48	7.53	11.31	22.39	20.97	30.95	40.30	39.78	36.90	33.83	31.72	20.83	201	186	168

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	15.79	24.44	34.38	64.91	73.33	40.63	19.30	2.22	25.00	57	45	32
1	46.88	58.97	67.86	43.75	30.77	28.57	9.38	10.26	3.57	32	39	28
2	47.06	17.86	58.33	52.94	78.57	41.67	0.00	3.57	0.00	34	28	36
3	15.38	40.00	16.67	73.08	56.00	66.67	11.54	4.00	16.67	26	25	30
4	14.29	43.48	68.42	75.00	47.83	31.58	10.71	8.70	0.00	28	23	19
5	36.36	34.78	36.36	36.36	60.87	63.64	27.27	4.35	0.00	11	23	11
6	30.77	*	41.67	69.23	*	58.33	0.00	*	0.00	13	*	12
All Grades	27.86	36.56	46.43	60.70	57.53	45.24	11.44	5.91	8.33	201	186	168

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	33.33	22.22	28.57	49.12	57.78	53.57	17.54	20.00	17.86	57	45	28
1	40.63	15.38	8.70	37.50	64.10	82.61	21.88	20.51	8.70	32	39	23
2	50.00	10.71	44.44	50.00	75.00	50.00	0.00	14.29	5.56	34	28	36
3	42.31	20.00	58.62	50.00	72.00	31.03	7.69	8.00	10.34	26	25	29
4	67.86	47.83	84.21	25.00	52.17	15.79	7.14	0.00	0.00	28	23	19
5	63.64	47.83	90.91	9.09	43.48	9.09	27.27	8.70	0.00	11	23	11
6	69.23	*	66.67	30.77	*	25.00	0.00	*	8.33	13	*	12
All Grades	47.26	24.73	48.73	40.80	61.83	43.04	11.94	13.44	8.23	201	186	158

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	0.00	11.11	10.00	78.95	53.33	70.00	21.05	35.56	20.00	57	45	30
1	3.13	20.51	7.14	31.25	25.64	42.86	65.63	53.85	50.00	32	39	28
2	23.53	0.00	16.67	58.82	64.29	58.33	17.65	35.71	25.00	34	28	36
3	3.85	0.00	3.45	46.15	48.00	51.72	50.00	52.00	44.83	26	25	29
4	10.71	8.70	5.56	57.14	47.83	66.67	32.14	43.48	27.78	28	23	18
5	9.09	8.70	27.27	54.55	73.91	54.55	36.36	17.39	18.18	11	23	11
6	15.38	*	16.67	38.46	*	58.33	46.15	*	25.00	13	*	12
All Grades	7.96	9.14	10.98	56.72	50.54	57.32	35.32	40.32	31.71	201	186	164

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	14.04	22.73	34.38	36.84	56.82	56.25	49.12	20.45	9.38	57	44	32
1	0.00	0.00	3.57	62.50	74.36	82.14	37.50	25.64	14.29	32	39	28
2	8.82	7.14	19.44	67.65	71.43	63.89	23.53	21.43	16.67	34	28	36
3	11.54	12.00	3.33	65.38	64.00	83.33	23.08	24.00	13.33	26	25	30
4	25.00	30.43	41.18	53.57	56.52	58.82	21.43	13.04	0.00	28	23	17
5	18.18	17.39	9.09	45.45	65.22	90.91	36.36	17.39	0.00	11	23	11
6	30.77	*	16.67	69.23	*	83.33	0.00	*	0.00	13	*	12
All Grades	13.43	14.59	18.07	54.73	64.32	71.69	31.84	21.08	10.24	201	185	166

Conclusions based on this data:

- Based on the English Learner Performance Assessment for California (ELPAC), 65.4% of EL students are at level 3 overall, which is an increase of 32.8% which made demonstrated great gains on the California Dashboard from

very low in 2023-24 to very high in 2024-25. This suggests that Beamer should continue current strategies to support English language acquisition. As the CAFE: PROMESA grant has ended this year, we will continue to implement Strategies and focus on research based best first instructional practices. Additional support in implementing integrated English Language Development (ELD) would improve the rate of language acquisition and proficiency.

2. This year all grade levels focused on essential writing standards and created writing units, created rubrics to assess learning and calibrated writing which aligned to grade level content standards while utilizing Professional Learning Communities (PLC) targeted time this year. Teams were committed to focusing on the implementation of graphic organizers, GLAD strategies, teaching student learning discourse and student engagement strategies. Teachers were intentional in pre-teaching tiered vocabulary through the multiple disciplines, which demonstrated to have made an improvement in writing across all grades. Teachers have also held Data Chats with students each trimester, to explain what their ELPAC scores mean as well as how to set personal growth while monitoring progress all year long. This has continued to show in student achievement and connectedness to being in school. However, not having a well developed curriculum to support writing, has been an area to develop. This year some teachers will be attending the UC Davis Writing Project and share best practices with staff.
3. 1st and 3rd grades demonstrate to have the highest numbers of level 1, on the overall ELPAC. While 3rd, 4th, 5th and 6th grades have high numbers of students scoring Level 3. These are the students who are on the cusp of reclassification. 4th grade holds highest number of students scoring at a Level 4 with 52.6%. Teachers have integrated teaching writing across the disciplines which 71.69% of our students have demonstrated progress scoring in Level 3 in the Writing Domain. Teachers spend a great amount of time exposing students to higher level thinking skills and levels of questioning, while developing oral language as well as the Listening and Speaking Domains. While Reading holds the largest majority of our students scoring 71.69% Level 3 which demonstrates steady growth from previous year.

School and Student Performance Data

Student Population

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
496	74.6%	37.7%	0.2%
Total Number of Students enrolled in Beamer Park Elementary 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.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	187	37.7%
Foster Youth	1	0.2%
Homeless	8	1.6%
Socioeconomically Disadvantaged	370	74.6%
Students with Disabilities	99	20%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	455	91.7%
Two or More Races	6	1.2%
Pacific Islander	0	0.0%
White	27	5.4%

Conclusions based on this data:

1. Our largest student group at this school is our Hispanic students, who comprise 91.7% of our student population.

2. Based on our data, our second largest population is the socioeconomically disadvantaged group, at 74.6%, followed by our English Language Learner Population, at 37.7%. This speaks to the lengths our site and district advertise our school's dual immersion program in the community word of mouth reaches all. Our Dual Immersion program is one of choice and our enrollment is a reflection of the community need and focus on multilingual learning.

School and Student Performance Data

Overall Performance

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2025 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Green	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Blue		

Conclusions based on this data:

1. The data shows that Beamer students performance improved from scoring in the orange in academic areas to improvement to scoring in the yellow, indicating an improvement due to implementing PROMESA strategies and being intentional with delivery of best first instruction. Our English Language Learners also demonstrated great growth from scoring in red last year, to making great gains and scoring in the blue, very high this year, which demonstrates effective team collaboration, integration of PROMESA Strategies, focus on standards based

instruction and frequent data analysis and data chats with students as well as staff. As well as focus and intentionality on designated English Language Development and integrated English Language Development.

2. Suspension rate improved and is in blue, implying improved Positive Behavioral Interventions and Supports (PBIS) implementation, fostering relationships, hosting class social emotional lessons, daily class meetings and restorative practices campus wide have been key factors.
3. Chronic Absenteeism improved from yellow to green this year due to working with families and staff to recognize the significance of student attendance on student achievement and asking families that students be in school daily. Our work with our CAFE Specialist, on our campus supporting staff, students and families has made a great impact on community engagement and outreach. Discussing attendance weekly with attendance clerk, CAFE Specialist, Admin and staff made a huge impact on our data.

School and Student Performance Data

Academic Performance English Language Arts

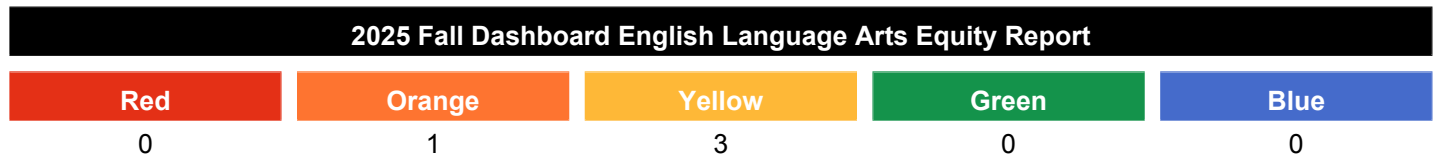
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 35.7 points below standard Increased 16.1 points 250 Students	English Learners  Yellow 55.2 points below standard Increased 13.6 points 132 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 50.7 points below standard Increased 14.7 points 183 Students

Students with Disabilities  Orange 85.5 points below standard Increased 12.4 points 51 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 42.3 points below standard Increased 14.6 points 232 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 80.1 points above standard Increased 67.8 points 13 Students

Conclusions based on this data:

1. There is a trend of the same subgroup of students showing deficiencies and areas of need in ELA. We have students in four subgroups scoring in orange. We plan to focus on supporting the students in the orange subgroups: English Learners, Students with Disabilities, socioeconomically disadvantaged, and Hispanic. English-only students averaged 15.3 points below standard, an increase of 4.9 points. In comparison, our English Learners performed 49.2 points below standard, students with disabilities performed 68 points below standard, and our Reclassified students performed 4.1 points above standard.
2. English Learners and students with disabilities continue to be areas of focus and require support. A concerted focus on improving the use of designated (dELD) and integrated English Language Development (ELD) will ensure that the ELA curriculum is scaffolded to support the needs of our EL students and Students with Disabilities during core instruction.
3. All staff have received Professional Development in implementation of research based instructional strategies and student engagement in effort of scaffolding content and meeting the needs of all learners. The past four years, our staff has been in collaboration with CABE Project Promesa which helped support our dual immersion instructional practices, allowed for grade level planning and creation of units across all grade levels. Teams planned and aligned grade level units, integrating the guiding principals for language acquisition to support all learners. All staff have received professional development this year with CABE: Project PROMESA through Instructional Rounds, immediate feedback, peer coaching and ongoing development of our Professional Learning Communities Solution Tree.

School and Student Performance Data

Academic Performance Mathematics

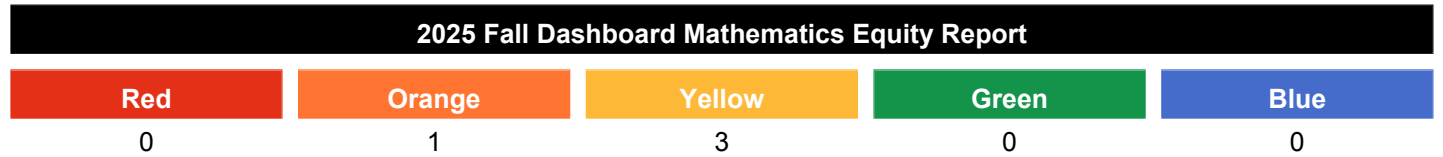
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 52 points below standard Increased 19.7 points 251 Students	English Learners  Yellow 69.5 points below standard Increased 12.4 points 133 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Yellow 67.7 points below standard Increased 15.9 points 184 Students

Students with Disabilities  Orange 96.6 points below standard Increased 22 points 51 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 57.8 points below standard Increased 18.9 points 233 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 38.8 points above standard Increased 37.2 points 13 Students

Conclusions based on this data:

1. Overall, Beamer students decreased in Math by 13 points, scoring 57.2 points below standard. The data shows that most subgroups decreased in mathematics which could mean we need to provide professional development to staff in effort to focus on best first instruction in the area of mathematics.
2. Students with disabilities maintained at 90 points below standard. Continued professional development for staff is needed to implement the best first instruction and strategies to support all groups of students through differentiated instruction.
3. Math instruction is an area of need for Beamer, which will be addressed in Goal 2, along with continued Professional Development and early intervention.

School and Student Performance Data

Academic Performance Science

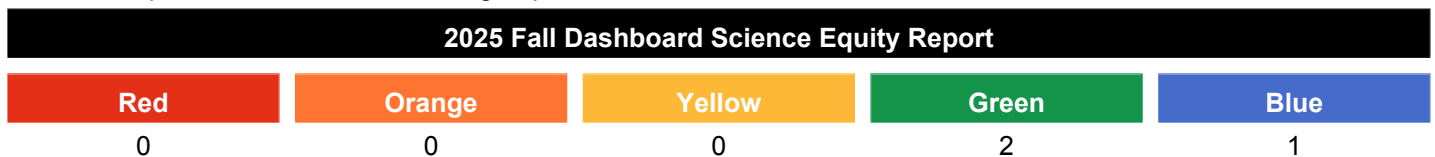
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



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 Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students Blue 57.8 science points Increased 9.5 points 60 Students	English Learners Green 51.5 science points Increased 6.3 points 30 Students	Long-Term English Learners No Performance Color 0 Students
Foster Youth No Performance Color 0 Students	Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Green 53.9 science points Increased 6.8 points 39 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color 0 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 56.1 science points Increased 7.4 points 55 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students

Conclusions based on this data:

1. The data shows that our students scored in the blue, or very high on the California Dashboard which is a 9.3 point growth. Science is taught in Spanish at Beamer due to our dual immersion instructional program. Our English Learner subgroup performed in green, high making an improvement of 6.3 points. This is due to teacher collaboration, intentional vocabulary instruction and focus on rigorous content and best first instructional practices while providing opportunities for hands on learning. Currently our students in 5th grade are taught Science in Spanish and are tested in English.

School and Student Performance Data

Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
65.4 making progress.	making progress.
Number Students: 133 Students	Number Students: 1 Student

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.

2025 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
8.3%	26.3%	0%	65.4%

Conclusions based on this data:

1. Currently our Dashboard data reflects 133 English Learners. 65.4 % of which are making progress toward English Language Proficiency. This is a decline of 35 ELLS due to 26.3% of English Learners maintaining ELPI level. While 8.3% of our ELLs decreased one ELPI level. 160 English Learners at Beamer. 34.6% of Students are making progress towards English Language proficiency.
2. The progress made in designated ELD instruction is observed in the number of students who have demonstrated progress in Language Proficiency. While 11 students decreased their English Learner Progress Indicator Level (ELPI). Students also receive integrated ELD which occurs throughout the day in the various content areas to support the acquisition of rigorous academic language, which has definitely assisted in the gains not only for our ELLS but all student populations. EL Progress monitoring meetings occur every trimester, which identifies each of these students, the need to continue to monitor and development of a specific plan to address the regression. Data chats have also been part of the student monitoring with students and parents. Currently we also have 36 Reclassification candidates and 56 students on the Pathway to receiving their Seal of Biliteracy.
3. Based on the data, a renewed focus was placed on our English Learners, English Language Development instruction, and continued progress monitoring in academic conferences and Professional Learning Communities (PLC). With the support of two English Learner Specialists; one as a 1.0 FTE and the other being 0.5 FTE ELS and 0.5 Title I

teacher helped make tremendous gains, since the team was able to support teachers, students and families in monitoring all year long.

School and Student Performance Data

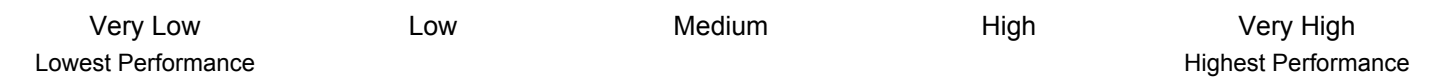
Academic Performance College/Career Report

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



Explore information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Green

9.9% Chronically Absent

Declined 2.3

497 Students

English Learners



Green

9% Chronically Absent

Declined 7.5

188 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Homeless



No Performance Color

Fewer than 11 students - No Data for Privacy

9 Students

Socioeconomically Disadvantaged



Yellow

11.2% Chronically Absent

Declined 3.5

375 Students

Students with Disabilities  Green 8.8% Chronically Absent Declined 2.2 113 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Yellow 10.5% Chronically Absent Declined 2.3 456 Students
Two or More Races  No Performance Color 0% Chronically Absent 0 13 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% Chronically Absent Declined 7.1 27 Students

Conclusions based on this data:

- 9.9% of students are chronically absent. The data shows that we have one subgroups scoring in yellow, and there is a decline in absenteeism from the previous year, demonstrating growth. Our English Learners, Students with Disabilities and All students declined by 9.9%, 8.8% and 9 %, respectively. Our overall Chronic Absenteeism decreased 2.3 % placing us on the green, High, on the California Dashboard which is an improvement from previous year.
- This year our wellness team has been meeting weekly to address areas of concern, academic, social emotional as well as attendance. Our CAFE Specialist works with site administration to support teachers and families when attendance matters arise. Families have attended calls and review attendance during meetings to remain informed on the impact attendance has on student achievement. As a school we also celebrate and recognize student attendance monthly. Every week, attendance rates are shared out to parents via Parent Square communication by site administration.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

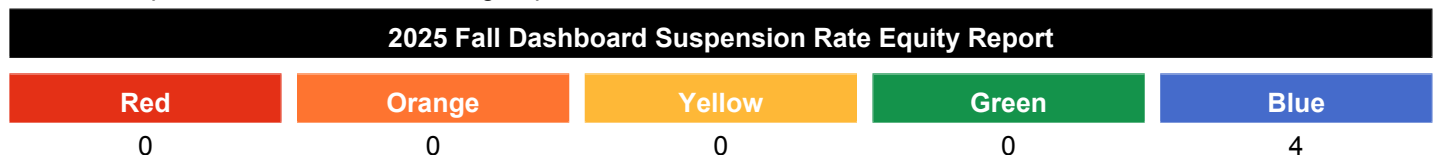
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.2% suspended at least one day Declined 0.8% 497 Students	English Learners Blue 0% suspended at least one day Declined 0.5% 188 Students	Long-Term English Learners No Performance Color Fewer than 11 students - No Data for Privacy 3 Students
Foster Youth No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Homeless No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Socioeconomically Disadvantaged Blue 0.3% suspended at least one day Declined 0.5% 375 Students

Students with Disabilities  Blue 0% suspended at least one day Declined 1.8% 113 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Blue 0.2% suspended at least one day Declined 0.9% 456 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 27 Students

Conclusions based on this data:

1. The data shows that there are 4 subgroups scoring in the blue, which means we have low suspension rates at Beamer and we have had an overall decrease in suspensions in English Language Learners, Long Term English Language Learners, Students with Disabilities and All students.
2. All subgroups have a suspension rate which declined scoring 0.3% and 0.2%.
3. Beamer is implementing a socio-emotional curriculum and de-escalation strategies to improve student outcomes. Site and district staff have provided professional development in restorative practices and trauma-informed care to all staff. Staff has been trained in Second Step Socioemotional Learning (SEL) Curriculum. A team of six teacher leaders, 30% of staff, attended a Positive Behavior Professional Development last summer and they have provided strategy "bite size professional development" to all staff during site staff meetings.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student will meet the skills and competencies of the graduate profile in order to be college and career ready through a rigorous, intellectually rich, and culturally relevant environment.

Identified Need

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

A review of the California School Dashboard and local performance data highlights key areas that need improvement, particularly in literacy, student engagement, and mathematical foundational skills for future success. In English Language Arts (ELA), the school grew and is rated Yellow, scoring 35.7 points below standard, with only a 16.1 points improvement. Students with Disabilities (SWD) moved from yellow in to the Orange category, performing 85.5 points below standard and demonstrated growth with an increase of 12.4 points. English Learners (EL) declined 7.8 points and are scoring 121.7 points below standard, with minimal improvement. One major barrier to improvement is a lack of reading engagement among students, making it critical to build a strong reading culture to promote biliteracy development and academic success in dual languages.

In Mathematics, Beamer moved from orange to Yellow rating, scoring 53 points below standard, showing 19.7 points of improvement. Our students with Disabilities are scoring in the Orange category scoring 96.6 points below standard and demonstrated a 22 point increase. English Learners (EL), Hispanic and Socioeconomically Disadvantaged students performing in the Yellow.

As a Dual Immersion School our students continue to learn content core instruction in two languages and parental involvement and partnership is critical. In addition to student engagement in reading, in Spanish and English, we want to provide opportunities for parents to engage, continue to develop their understanding of Language Acquisition and how imperative their continued support of Spanish Language Acquisition is to the academic success of their child becoming multilingual and multiculturally competent.

In addition to academic concerns, student engagement in school activities, including arts and leadership programs, continues to improvement. Research suggests that participation in Visual and Performing Arts (VAPA) programs enhances overall academic performance and social-emotional well-being. Ensuring all students have engaging enrichment opportunities, can increase motivation, connectedness to school and student achievement. Creating opportunities to continue to grow by providing real life experiences and connections to biliteracy and college/career awareness are underdeveloped among students. Preparing students with foundational life skills, such as integrating mathematical skills financial planning, career exploration, and goal setting, will contribute to long-term academic and career success.

Chronic absenteeism does not seem to be an area of concern but an area of great gains. Overall chronic absenteeism is 9.9% and declined 2.3%. We did see our English Learners and Students with Disabilities score in the Green, while Hispanic and Socioeconomically Disadvantaged students scored in the Yellow.

Engaging school experiences, student connectedness, a committed team of educators who are dedicated to teaching our Dual Immersion program with fostering relationships with families, are critical to improving our Bilingual and Biliteracy rates. Based on our comprehensive needs assessment and input from our educational partners, we concluded that ongoing learning opportunities in biliteracy for students and families, preparation for college and career readiness begins in elementary school as well as continue to focus on Pathways for Biliteracy and offer Visual and Performing Arts (VAPA) with an emphasis in Multicultural Competencies as aligned in the pillars for Dual Immersion Instruction.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Pathway Awards for Music Program	This year we have 90 students in grades 4-6 participating in our Music Program. 25.8% of our students in 6th grade follow the pathway for the Music Program in Middle School.	We aim to increase our students who receive the Pathway for Music Program by 10% to increase the number of students who participate in music in middle school.
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	This year we have 160 English Language Learners in grades K through 6. 65.4% of our students who progressed at least one ELPI level. 86 ELLs have been Reclassified (RFEP) and are continued to be monitored by ELS and staff. We have observed great growth in our students on the pathway to	We aim to increase our English Language Learning Progress Monitoring by 5% to increase the number of students ready for reclassification. We would like to see an increase of 10 students reclassifying next year. Currently, we have 160 ELs; 86 are RFEPs, which are being monitored. 56 students are

	receiving their Seal of Biliteracy, this year we have 56 students on the pathway, which is a growth of 30 students. For 2024-25, 35 students in grades 1-6 have met the reclassification criteria. 5 first graders, 4 second graders, 3 fourth graders, 11 fifth graders, and 12 sixth graders. In 2023-24, 38 students were identified as completing the pathways for Biliteracy, 26 of whom were 6th graders, and 12 were 4th graders. We have reclassified 25 students this year in grades TK-6.	on the pathway to Seal of Biliteracy this year, and 22 are on watch to become Long-Term English Language Learners.
College and Career Readiness Activities	College and Career readiness is something that our school culture and climate celebrate every week with our College T-Shirt Tuesdays and research on higher level of learning institutions. New metric Students in grades TK-6 participate in college career readiness activities this year. This is a 100% participation for our school. Each teacher selects a university or institution of higher learning, school-wide, to expose our students to college and career pathways. Each class, along with their teacher, decorates their classroom door and has a summary of the college/university, which is shared with all students. Students and their teachers experience a "college tour" on our campus and have guests speak and engage in discussions about post-secondary education pathways.	Maintain a school-wide focus on career and college readiness. Teachers also share their personal stories about which college they attended and why. A positive role model is essential in student achievement and fostering personal connections with staff. Inviting community members and guests to speak about their profession and the pathway to higher education is key for us.
Diverse Guest Speaker Events	New metric This year, our site strengthened parent and community engagement through targeted literacy initiatives aligned to our SPSA goals. During Read Across America Week, every classroom hosted guest readers, including parents and community members, who read in both English and Spanish. This effort exposed students to diverse, multicultural literature and promoted meaningful discussions about reading and career pathways. Guest readers included representatives from the Board of	We hope to increase and host at least 4 speakers, presentations, and school assemblies throughout the year. This year, we have hosted multicultural assemblies to celebrate diversity and multicultural competencies, which align with the Guiding Principles for Dual Language Instruction.

	Trustees, local law enforcement, and fire services, helping connect classroom learning to real-world experiences. We also hosted a Family Literacy Night during our school wide book fair and welcomed parent and author Mickayla Rubalcava, Reyna Grande, Enrique Baeza and Leticia Ordaz to engage students and families in the importance of biliteracy. Community partners, including the Lions Club and Elks Lodge, supported reading incentives for students and staff. Teachers extended learning through at-home literacy activities that encouraged family participation. Students were also challenged to increase their Spanish literacy through school wide incentives provided by student leadership. We continue to partner with Yolo Farm to Fork with our garden club and agricultural based lessons and hands on learning experiences. UC Davis also partners with our team, every year we work with Project Catalyst and the Bohart Museum of Entomology. These efforts increased student engagement in reading and strengthened partnerships between school, families, and the broader community.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Our school will provide all students with access to a well-rounded education that includes Visual and Performing Arts, Science, Technology, Engineering, Arts, and Mathematics (STEAM), while increasing opportunities for college and career readiness. To build college and career awareness, each classroom will adopt a college and engage students in ongoing learning about post-secondary pathways. Schoolwide efforts such as College and Career Week, college-themed activities (e.g., College T-Shirt Tuesdays, each class researches a different institution on schoolwide google.doc), and AVID-aligned strategies will promote a strong college-going culture and develop organizational, goal-setting, and critical thinking skills.	All students will be served by this activity with an emphasis on English learners and students with disabilities.	9,054 Supplemental/Concentration 1,014.36 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Students will engage in standards-based visual and performing arts instruction through integrated classroom lessons and collaboration with the Crocker Art Museum and Pence Gallery. All TK–6 students will participate in art-integrated learning experiences, while students in grades 4–6 will have access to instrumental music (band or strings). Additional enrichment opportunities include Ballet Folklórico, student clubs, and dance instruction in partnership with FORXA Dance Company, culminating in student performances. The school will continue to provide access to enrichment programs and experiences that support the whole child, including field trips, guest speakers, assemblies, and extracurricular clubs. Partnerships with community organizations and higher education institutions, including UC Davis, will expand Science, Technology, Engineering, Art and Math (STEAM) opportunities and career exposure, such as participation in STEAM programs for all students. Resources will be allocated to support program implementation, including instructional materials, art supplies, Advancement Via Individual Determination (AVID) resources, transportation for field trips, materials and or books to support literacy nights and materials for student recognition programs that celebrate academic achievement, attendance, and personal goal attainment (e.g., i-Ready growth).		
1.2	Visual and Performing Art Teacher 80% of Visual and Performing Art (VAPA) Prop 28 site funds will be allocated to hire a team of VAPA Art Teachers to teach through the disciplines, on a rotating schedule throughout the year. Art Teachers will teach the art standards and disciplines with a team and be shared with other elementary schools, similar to that of our band and music instructors. Possible collaboration with the Crocker Museum: Art Ark, Art Clubs, supplies, materials, an all school dance instruction will also fall under this activity.	All students	80,809.00 Arts and Music in Schools
1.3	Our school will increase college and career readiness by strengthening family-school connectedness through culturally responsive, multilingual experiences. Research shows that when students' cultural and linguistic identities are affirmed and families are engaged, student motivation, attendance, and academic outcomes improve. To support this goal, the school will implement multicultural and multilingual programs such as Día de Muertos, Spanish language clubs, Ballet Folklórico, and dance instruction. These	All students	5,891.64 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	experiences will promote student identity, leadership, and connections to college and career pathways, particularly in the arts and community leadership. Family engagement will be expanded through inclusive, multilingual events that encourage participation and dialogue around post-secondary opportunities and the value of biliteracy. Instruction will incorporate AVID-aligned strategies and culturally relevant practices to build college awareness and essential skills.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

This year, teachers engaged in ongoing data analysis during grade-level PLC meetings in collaboration with the English Learner Specialist and Site Administration. Following each assessment cycle, teachers reviewed student performance data to identify instructional needs, adjust intervention groups, and monitor progress. Particular attention was given to identified subgroups, including English Learners and Students with Disabilities. Grade-level teams used this data to plan targeted instruction in literacy and language development, with some teams also focusing on math support.

This year four Art Teachers were hired to support the implementation of arts integration across content areas as a strategy to support engagement and access for all learners. Instruction incorporated Visual and Performing Arts (VAPA) standards and was embedded within units of study in social studies, literature, science, and ethnic studies. This interdisciplinary approach supported creativity, student engagement, and deeper understanding of content.

The school also expanded community partnerships to enhance arts learning experiences. Collaboration with UC Davis: The Catalyst Project, Bohart Museum and the Mosaic Children's Museum which provides students with opportunities to engage in culturally relevant, community-based artistic expression.

Hands-on learning experiences were strengthened through continued partnership with Yolo Farm to Fork. Students and families participated in garden-based learning activities that integrated science, nutrition, and environmental education, while also increasing family engagement through community events. This year we partnered with Woodland High School Culinary Club to invite students in grades 5 and 6th for a six week culinary class. Students and families participated in garden-based learning activities that integrated science, nutrition, and environmental education, while also increasing family engagement through community events.

In the area of Visual and Performing Arts, students in grades 4–6 participated in band and strings instruction, with all 4th grade students receiving violin instruction. Music programs are supported by itinerant staff shared across sites, which presents scheduling and access challenges. Despite this, students continue to perform in winter and spring concerts, showcasing their learning and strengthening school-community connections.

Overall, annual review data and program implementation demonstrate continued progress in academic analysis systems, expanded enrichment opportunities, and strengthened community partnerships that support student engagement and whole-child development.

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

This year, with the support of site funds and Expanded Learning Funding, we offered after school GAP care for those families who have multiple children at Beamer and can not arrive on time for two different dismissal times. We were able to hire a Yard Supervisor to provide supervision support to students who wait for older siblings.

Teachers were able to use assessment data, interim assessments, and common formative assessments to monitor student learning each trimester. Teachers worked collaboratively with our Title I Intervention Teacher and English Language Specialists to support tiered interventions. Literacy Para professionals were also trained by site English Learner Specialist and Title I Intervention teacher this year to best support multiple tiers of support in grades Kindergarten, 1st, 2nd, and 3rd.

This year, we have had a ceramics club begin in grades 2-6 and student interest required our teacher to host two separate ceramic classes afterschool. Since our site kiln has been repaired and relocated, it has helped bring student interest and excitement through the arts, the funding to pay the teacher did come from our VAPA funding.

This spring, the Cool Schools Foundation, along with the Yolo and Texas Tree Foundations, has started extensive construction to begin creating the new outdoor learning spaces for students, staff and families to enjoy. Currently Beamer has over 45 plants, shrubs and mandarin grove planted on campus. over The final project will include a respite area, walking trails and nature-based play spaces for students. This will create a climate for learning outdoors for students, staff, and our families.

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

As a result of the continued development of the site leadership team and Guiding Coalition, Beamer staff have strengthened PLC practices and increased the frequency and effectiveness of data analysis. Teachers, in collaboration with English Learner Specialists, Intervention support staff, and site administration, now meet regularly to review multiple data sources (academic assessments, attendance, behavior, and student survey data) to identify achievement gaps and plan targeted Tier I and Tier II instruction. This goal will continue to focus on strengthening data-driven instruction, improving coordination of intervention systems, and ensuring all staff can effectively use data to improve outcomes for all student groups, particularly English Learners and other identified subgroups. To support staff and student groups with tiered interventions, an Intervention Specialist will be hired. In addition, the goal will expand partnerships with community organizations, local universities, and educational programs to provide authentic college and career experiences through schoolwide presentations, student and staff-led activities, alumni panels highlighting biliteracy pathways, and college visits. Future School wide Plan for Student Achievement (SPSA) updates will also include increased allocation for contracts and/or extended teacher duty to sustain enrichment opportunities in Science Technology Engineering and Mathematics, literacy, arts, ethnic studies, language, student leadership, and family engagement, including partnerships with UC Davis programs and cultural institutions.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention, in a safe and supportive environment.

Identified Need

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

Through our comprehensive needs assessment and deep data dive, demonstrated needs in social-emotional support, mathematics, language arts, and language development in both languages were identified as needed. Educational Partners participated in a needs assessment to identify areas of focus on academic supports in Spanish, English Language Arts, Literacy, Mathematics and integration of the Arts. Educational Partners indicated the need to create opportunities for parents to learn how to support in Spanish Language Acquisition, Biliteracy and understanding of iReady Data.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	2025-26 On the Dashboard, in English Language Arts Beamer made some gains of 16.1 points and moved from orange to yellow on the dashboard. While our students with disabilities also made progress, they grew from red to orange. Our English Language Learners grew from orange to yellow, improving 13.6 points, while our Socioeconomically Disadvantaged students grew 14.7 points and moved to yellow. 2024-25 On the Dashboard, in Math Beamer grew by 19.7 points which moved us from orange to yellow. While we do not have any subgroups in red in math, our Students with Disabilities did score in orange, increasing 22 points. Our English Learners made some gains and moved from orange to yellow. 2023-24 On the Dashboard, Beamer scored below standard (orange) for ELA but maintained from the previous year. Our English Learners declined, as did our Socioeconomically Disadvantaged students, while our Hispanic students maintained. Our students with Disabilities increased by 24 points and scored in yellow. Beamer scored orange in Math, which is below standard and declined from the previous year. For the 2022-23 Dashboard, Beamer scored low, below standard for ELA, and yellow in Math. (previously known as orange and yellow, respectively)	Beamer will move 10% of our students into the next performance level, high, at or above standard, for ELA and Math progressing into Green in ELA and Green in math.
Percentage and number of students who are chronically absent	Currently, 9.9% of students are chronically absent, and this number continues to decline. We declined 2.3% from the previous year. Promoting our Every Day Counts campaign and informing parents of the importance of attendance and the impact it has on student achievement has helped. Weekly attendance percentages are shared with families and staff, as well what our dashboard data is projected to look like with current attendance rates. Our CAFE Specialist and attendance clerk call home daily to keep the family to school connection fluid. Students are celebrated at monthly assemblies for	We met the goal of reducing the percentage of students chronically absent. New goal, to reduce the percentage of students chronically absent by 3%

	attendance, and parents are invited to attend. This year, the class with the most improved attendance is recognized with a Beamer Bear to house in the winning classrooms (one bear per grade level), student council announces the winners during our Monday Morning Announcements. In 2024-25 10.48% of students are chronically absent, and this number continues to decline. Promoting our Every Day Counts campaign and informing parents of the importance of attendance on student achievement has helped. Weekly attendance reports are also shared school-wide to keep our students and staff informed of attendance. Students are celebrated at monthly assemblies for attendance, and parents are invited to attend. In 2023-24, 12.08% of students were chronically absent, a decline. Promoting attendance schoolwide and celebrating monthly attendance at assemblies has helped. In 2022-23, 21.28% of students were chronically absent, a decline. Promoting attendance schoolwide and celebrating monthly attendance at assemblies has helped.	
Student sense of safety and school connectedness	The current California Healthy Kids Survey (CHKS) results indicate that 95% of students feel close to an adult at school. 95% of students indicated that they also felt safe at school. 94% of students indicated they are happy to be in school, while 80% shared they always felt treated fairly. In 2024-25 the Healthy Kids Survey measured that 75% of the students surveyed feel safe and connected. In comparison, 84% felt supported academically, and 84% felt they had social and emotional support on campus. 90% of students reported that adults on campus had high expectations for them. In 2023-24 measured that 80% of the students surveyed feel safe and connected. In comparison, 85% felt supported academically, and 85% felt they had social and emotional support on campus	Our goal is to increase the number of students who feel safe and connected by continuing to implement our PBIS program, working on restorative practices, fostering authentic relationship building to 90%, and including students' voices by creating leadership roles and opportunities through the student council.

Suspension rate	2025 Dashboard shows 0.2% of students are suspended, a decrease of 0.8% and is Blue on our data dash board. Some of our teachers attended Positive Based Behavior professional development this year and shared in staff meetings helpful strategies to build a safe, respectful class culture as well as school climate. 2024 Dashboard shows 1% of students are suspended, a decrease of 0.4% and is green on our data dashboard. In 2023 1.4 % of students are suspended, an increase of 0.6%.	Maintain low suspension through social-emotional learning support, daily class meetings, restorative practices and provide staff training to support challenging behavior.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	2025-26 Parents were given the opportunity to complete the survey online. Parent Survey results show that 93% of our families feel welcome to participate in school events. 98% of parents stated that they feel encouraged to be an active partner with the school. 95% of parents indicated that they feel that our school is a safe place for their child to learn. The data showed that 95% of students like school. While 82% indicated the playground is an area that they may not always feel safe. While 22% of students shared they do not feel safe in the restrooms. 2024-25 survey results indicate that 90% of our students felt that adults had high expectations of them. 99% of our students also indicated that they feel adults on campus want them to do their best. 98% of students reported they feel safe at school. 84% of students reported they feel that they have a person in school who cares for them. Parents were given the opportunity to complete the survey online. In 2023-24 our data showed 84% of our students are thankful to attend Beamer Park Elementary. 81% of students reported they feel that they have a person in school who cares for them. Parents were given the opportunity to complete the survey online.	Data will be available, and 95% of parents will be satisfied.

	Students completed a survey, and we had over 220 responses from students in grades 2-6. Students in grades TK-1 completed the survey as a whole class, allowing 100% participation in the student survey to provide feedback to students, staff, and families.	
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	2025-26, 42% of students are making adequate progress growth in Reading Comprehension based on our Spring iReady targets which is a 12% increase from the fall iReady scores. In Math 14.5% of students are making adequate progress growth in iReady Math based on our Spring iReady targets. 2024-25, 34% of students are making adequate progress growth in Reading based on our Spring iReady targets. This is a 3% decline from last year. In Math, 18% of students are making adequate progress growth which is an 8% decline from previous year. This year math is being taught in English school wide. 2023-24, 37% of students are making adequate progress growth in Reading based on our iReady targets. This is a 2% improvement from last year. 26% of students are making sufficient progress in Math. This is a 2% improvement from last year.	40% of students will be making adequate progress growth in Reading based on our iReady targets. 30% of students will be making sufficient progress in Math.
Performance Level on California Spanish Assessment (CSA)	2025-26 CSA Goal is to achieve a minimum increase of 10 points in the mean score compared to the previous academic years mean score. Scores Overall, all scores moved from a level 1 to level 2. 2023-24 CSA Scores Mean Average per Grade Level are: 3rd: 338.9 4th 442.3 5th: 545.4 6th: 646.5 2022-23 66% of students scored in Range 1 (166 students) 25% of students scored in Range 2 (62 students) 9% of students scored in Range 3 (23 students)	The goal is to increase our mean of 10 pts on CSA, moving our achievement to Level 2.

Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation	2025-26 Our third year of PLC work, and we reflected on our implementation of our professional learning communities and self-evaluation this year. 90% of our staff feel competent in identifying norms and using them to guide grade-level work. This year, staff also rated themselves at an average of 8 on the implementation from the survey provided in April. 88% of staff feel confident in the creation and implementation of common formative assessments. 2024-25 Our second year of PLC work, and we reflected on our implementation of our professional learning communities and self-evaluation this year. 75% of our staff feel competent in identifying norms and using them to guide grade-level work. This year, staff also rated themselves at an average of 8 on the implementation from the survey provided in April. 88% of our staff feel comfortable establishing specific, strategic, measurable, attainable, and time-bound (SMART) goals. 87% of staff feel that each team member is clear on the knowledge, skills, and dispositions that students will acquire due to our course and grade level. In 2023-24, our staff began year one of PLC work. Each grade level team completed a self-evaluation of where they believed they were in understanding what PLC work is. Teams also completed a self-assessment, which demonstrated varied responses. Along with our work in dual immersion, teachers are working in collaboration, but the goal is to have all teachers follow the PLC model of implementation and cycle of inquiry. Last year, the staff average score placed our teachers at an average of 8.5 on the implementation tool completed.	The goal is to continue to aim for 100% of implementation and grow in the process.
Self Evaluation for Beamer Instructional Rounds: Reflection and Realign	This year, in the fourth year of our Promesa Grant, our staff completed a self-analysis survey to solicit feedback from teachers on areas that they would like to see supported during and after instructional rounds. 18 out of 19 teachers completed the survey to help	The goal is to provide coaching and teacher support by teacher leaders while we continue to grow in the learning process and continue instructional rounds and collaboration as a Dual Immersion site and district team.

	establish target growth areas for professional development and coaching. 2025-26 Staff was asked to rate themselves on implementation of the Guiding Principle 2 of Dual Language Instruction on 7 key principles and staff averaged 3.5 (on a scale of 1-4). 2024-25 Staff completed a self evaluation on implementation of Guiding Principle 1 of the Guiding Principles of Dual Language instruction. As a whole staff averaged 3.5 overall. (on a scale of 1-4)	
Bullying Survey	2025-26 Students Sense of Safety and School Connectedness at Beamer: Students and staff members completed the Bullying Survey and we had over 200 responses from students in grades TK-6. Students in grades TK-1 completed the survey as a whole class, allowing 100% participation in the student survey. Student Responses to Bullying Report: 94.5% of students indicated there is an adult at school who will help them when needed 88% of students indicated they know how to report unsafe behavior and or bullying 70% of students indicated that they are never hurt or targeted by others 94.5% of students indicated that there are clear rules for behavior at school CHKS 2025-26 95% of students feel close to an adult at school 95% of students feel safe at school 94% of students are happy to be at school 97% of students felt a part of the school connectedness and climate 80% of students indicated they feel treated fairly 2024-25 Staff Responses to Bullying Report 38% of staff shared that teasing and name calling was viewed as a problem, while 56% felt it was not a problem	By the end of 2026-27 school year, Beamer Elementary will improve students' sense of safety, connectedness and social emotional well being, as measured by multiple school culture and climate tools: Specifically: CHKS, Universal Screener, Site Culture and Climate Survey. Alt least two out of the three student metrics (CHKS, Universal Screener and the School Site Student Survey) will reflect 85% or more of students reporting that they feel safe, heard, supported when at school. California Healthy Kids Survey (CHKS) results will reflect 85% or higher of students will report strong school connectedness and 80% or higher will report that they feel safe, supported and heard by a caring adult. Progress will be supported through consistent Social Emotional Lessons instructed in classrooms, full time counselor providing services as needed, guest speakers and Antibullying Campaign schoolwide. Counselor will continue to support classroom teachers and SEL lessons through district adopted curriculum and PBIS implementation, Conflict Managers and expanded opportunities for student leaders to implement their ideas and leadership in school culture initiatives. Assemblies are also going to assist in providing opportunities for students to engage and understand what bullying is, what it isn't and how to report if they suspect bullying to be occurring.

	31% of staff shared that shoving and pushing was a viewed as a problem, while 63% felt it was not a problem 6% of staff believe that bullying on the internet was a problem while 56% do not see this as a problem. Student Responses to Bullying Report: 70% of students reported that they would tell a bully to stop being mean or spreading rumors and or lies 72% of students reported that they would report or tell a bully to stop shoving or trying to pick fights with students 87% of students reported that it is not ok to ignore bullying behavior 81% of students reported that is is not ok to say something mean to a student 90% of students reported that if students were fighting they would go get help CHKS 2024-25: 76% students indicated they feel connectedness to school 84% students indicated social and emotional learning supports 75% Antibullying climate CHKS 2023-24 81% students indicated they feel connectedness to school 89% students indicated social and emotional learning supports 78% Antibullying climate CHKS 2022-23 70% students indicated they feel connectedness to school 76% students indicated social and emotional learning supports 73% Antibullying climate 73% students indicated they feel safe 2024-25 Student Survey Grades TK-6 82.6% of students reported they feel safe at school 85% of students reported they feel safe in classrooms 93% of students reported there is an adult at my school who will help me when in need 61% students indicated they are not called names or teased at school 2023-24 Student Survey Grades TK-6 75% of students reported they can speak to an adult on campus if they have a problem	
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	78% of students reported they feel safe to and from school 73% of students reported they feel safe at school 27% of students reported name calling happens at school																	
Universal ScreenerThe difference between the percentage of students identified as having a concerning level of internalized behavior in Fall vs Spring.	2025-25 This year the district adopted a new Universal Screener for students and staff to implement. This fall was the first time implementing the screener and it did give us some useful information. The rating scales are different in the new screener and our data did look a bit skewed due to not all classes completing the screener in the Fall (due to it being new posed challenges). In the Spring, it was expected that all classes complete the Universal Screener with support of site administration or our Counselor (who is new this year). From Fall to Spring, we did see a change in our data. We see there are more concerns in the Spring, which could be due to multiple factors. Weekly the Wellness team meets to address concerns brought to our attention via a Wellness Ticket. This is how systems of support are implemented for students by staff, ie: school counselor, site administration, EL Specialist or Resource Specialist. It has definitely improved school culture and communication between staff and families. <table><tr><td>Fall 2025</td><td>Spring</td></tr><tr><td>2026</td><td></td></tr><tr><td>Concern 8.7%</td><td>Concerns</td></tr><tr><td>8.7%</td><td></td></tr><tr><td>Possible Concern 12.6%</td><td>Possible</td></tr><tr><td>Concerns 12.6%</td><td></td></tr><tr><td>No Concern 78.5%%</td><td>No</td></tr><tr><td>Concerns 85.14%</td><td></td></tr></table>	Fall 2025	Spring	2026		Concern 8.7%	Concerns	8.7%		Possible Concern 12.6%	Possible	Concerns 12.6%		No Concern 78.5%%	No	Concerns 85.14%		By the end of 2026-27 school year, Beamer Elementary will improve students' sense of safety, connectedness and social emotional well being, as measured by multiple school culture and climate tools: Specifically: Universal Screener, Site Survey and CHKS). At least two out of the three student metrics (CHKS, Universal Screener and the School Site Student Survey) will reflect 80% or more of students reporting that they feel safe, heard, supported and are viewed as Low Risk. The Wellness Team has also implemented student check ins with students who do demonstrate concerns.
Fall 2025	Spring																	
2026																		
Concern 8.7%	Concerns																	
8.7%																		
Possible Concern 12.6%	Possible																	
Concerns 12.6%																		
No Concern 78.5%%	No																	
Concerns 85.14%																		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will engage in ongoing, data-driven PLCs to analyze student data, plan targeted instruction, and monitor progress. Release time will support collaboration, coaching, and instructional planning. Professional development will focus on evidence-based practices, differentiation, and culturally	All Students, with a focus on improving the academic outcomes for all students by focusing on Best-First Instruction and Multi-tiered Systems	19,764 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	responsive instruction. These efforts will build teacher capacity, ensure consistent implementation, and improve student outcomes while continuing to support each student's individual social-emotional and academic needs. -Release time for teachers for assessment and to analyze assessment data, plan instructional interventions -Professional Learning Community Summer Institute for Teachers -Kinder preparation with initial assessments in summer -Release time for Guiding Coalition and teachers to work in Professional Learning Teams with English Language Specialist and site admin -Continue to build our school library with culturally relevant literature in dual languages to support our bilingual instructional program. Beamer has invested in the course of the past three year to build access to current literature. -Fees for office support -Extra duty for noon duties to support student safety, attend trainings throughout the year, assist with Positive Behavioral Interventions and Support and Youth Development Activities -Provide copy clicks, copier leases and school supplies for site	of Support, be they academic or social-emotional.	23,909 Supplemental/Concentration 5,000 Site Discretionary
2.2	Teachers will continue to strengthen instructional practices and student achievement through ongoing professional development, collaborative structures, and targeted supports aligned to dual language program pillars and the EL Roadmap. Teachers will participate in dual immersion strategies, instructional rounds, and district site leadership team support to ensure implementation of research-based, effective teaching practices. Key Activities: - Implement trimester-based instructional rounds to provide feedback aligned to dual language and EL Roadmap priorities - Engage teachers in Dual Immersion Leadership Team (DSLTL) planning and implementation at both site and district levels - Provide release time for Dual Immersion Leadership Team collaboration, coaching, and staff support - Facilitate weekly data meetings with administration and EL specialists to monitor student progress and adjust Tier I and Tier II supports - Provide Release Time for Grade Level Professional Learning Community (PLC) Collaboration and Data Analysis - Strengthen Professional Learning Community structures to analyze schoolwide data (English Language Arts, Math, Spanish, English Language Development) and guide instruction	All Students, with a focus on improving the academic outcomes for all students by focusing on Best-First Instruction and Multi-tiered Systems of Support, be they academic or social-emotional, through data analysis and teacher support	15,508 Title I Part A: Basic Grants Low-Income and Neglected 4,000 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Provide professional development in Guided Language Acquisition Design (GLAD) strategies, social-emotional learning, trauma-informed practices, and positive behavior supports Offer instructional coaching and support for multiple tiered systems of support (MTSS) implementation Provide targeted academic interventions for identified students and grade levels Hire an intervention specialist to support tiered interventions, assist with coordinating Student Success Team and 504 processes, and assist with data analysis Engage families through informational sessions focused on biliteracy, i-Ready data, Accelerated Reader and literacy-based events, additions to our library and literacy clubs Provide release time and additional staffing support for assessment administration Provide time for Teacher to be webmaster to support updates to site webpage in dual languages Build in Teacher In Charge Days as needed to support Administration and needs as they arise		
2.3	Provide Training for Yard Supervisors and Extra Duty to help with culture and climate, safety training with student leaders, counselor and site administration	All Students	2,000 Supplemental/Concentration
2.4	Provide Professional Development for staff in the areas of Math, Writing, STEM and Professional Learning Communities, Positive Behavior Training	All Students	3,553 Supplemental/Concentration 9,693 Title I Part A: Basic Grants Low-Income and Neglected
2.5			
2.6			

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Studies show that teachers with higher levels of efficacy are more likely to see positive changes in their students' academic performance, engagement, and motivation. Staff have received professional development in all areas, including Social Emotional Support and the Second Step Curriculum implementation. This professional development has allowed students to participate in daily class meetings and have daily check-ins with our PBIS platform and physical check-ins with teachers, admin, and site counselors, as needed. Our Wellness Team, which includes our school counselor, psychologist, behavior specialist, social worker, and special education team, meets regularly to monitor our campus's Tier II and Tier III needs. This has been instrumental in supporting student and family needs while providing services as needed to our students, staff, and community.

Professional Development has continued for staff in partnership with the CAFE Project PROMESA grant. We are currently in our second year of instructional rounds and collaborating with CAFE consultants, who are guiding our dual immersion instructional practices with a focus on key strategies and the best first instruction. Teachers have professional development throughout the year to support dual immersion instructional practices, aligned with the Guiding Principles of Dual Language Instruction and the EL Roadmap, while providing teachers with a leadership role in providing and guiding feedback that is quantifiable after every instructional round.

Teachers were trained on implementing the Foreign Language Oral Skills Evaluation Matrix (FLOSEM), which helps assess students' proficiency in Spanish in five categories: comprehension, fluency, vocabulary, pronunciation, and grammar. This area has been a concern in measuring students' Spanish fluency throughout the year. Professional Development was provided district-wide and was revisited as a staff. Teachers completed the FLOSEM twice this year to determine students' language acquisition and fluency in Spanish.

Teachers are implementing the best strategies to support the best first instruction in all areas to help our dual immersion program in grades TK-6. Teachers are also collaborating with other dual immersion teachers from our partner schools in the district, allowing for Professional Learning Communities to take an in-depth look at essential standards and create common formative assessments. Teacher leaders are also leading professional development to support our progress in literacy, language acquisition, and writing across the disciplines.

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

Researchers often use classroom observations, surveys, and student achievement data to assess teacher efficacy and its impact on student outcomes. We have looked at the research of John Hattie, which emphasizes the importance of making teaching and learning visible, so that students, teachers, and support teams can understand the impact of various practices. This year, we are in our second year of implementing instructional rounds, which have been critical for teacher leaders to visit classrooms and look for evidence of implementing the key strategies outlined in our work with Project PROMESA. Teacher leaders have worked to collect evidence by taking pictures, collecting data, and presenting findings to all staff, allowing us to reflect upon dual language instructional practices. Our quantifiable data has been collected all year long and shared with staff. We consistently have demonstrated growth in some areas and could improve in others, which we will continue to address through our Professional Learning Communities.

This year, our Professional Learning Teams met with our English Learning Specialist, Title I Intervention Teacher, and site admin to look at data to provide students with more specific and actionable feedback on their progress and areas for improvement. In making strides to be consistent with the research, well-structured and effectively implemented Professional Learning Communities can lead to schoolwide, significant improvements in teacher best practice and student achievement. This year, we intentionally kept in mind the Cycle of Inquiry, in Robert DuFour's research about understanding what it is we want our students to learn. Our teams looked at our i-Ready data each trimester while establishing measurable and attainable goals for our students. Teachers worked with our Specialists and site admin this year, and we provided multiple opportunities to develop interventions for students based on need. We also incorporated training for our Literacy Paras in grades K-3 to support better primary teachers and students who require additional literacy support.

Schoolwide data shows that in Reading, 97% of our students are making strides toward the annual typical growth targets by grade level. However, we do see our students who are English Learners and have Learning Disabilities who require additional scaffolded support.

iReady Math data shows that 79% of our students, schoolwide, are making strides toward growth to reach the annual typical growth targets by grade level.

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

A significant change in our SPSA for the upcoming year is to continue supporting an Intervention position who can support professional learning communities understand, organize, and monitor student outcomes while reviewing data and best first instruction. It would be ideal to continue to have a .5 Title I intervention support staff to combine with the .5 English Learner Specialist position to support teachers in data analysis and Tier II support. In collaboration with teachers, the English Learner Specialist and Title I intervention staff member will provide Tier II support, coaching, and data analysis to the Professional Learning Communities and review student progress and draft action plans.

Beamer will continue to review and assess what literature is in our school library to ensure literature is culturally relevant, current and in dual languages. 1.0 FTE will support moving our students performing two grades or more below grade level in i-Ready closer to grade-level proficiency. We plan to continue to monitor student reading in iReady and Renaissance, which will assist in move 10% of our students to reach their academic growth targets in English Language Arts, Mathematics, and Spanish.

Our weekly wellness team meetings have also been a great way to meet with all staff who support students and staff on campus. This year, we have moved our meetings to a hybrid model to accommodate shared staff at multiple sites. This year, we have grown our Wellness team to include our partners at Northern Valley Indian Health (NVIH), our Behavior Specialist, our Attendance Liaison, Expanding Learning Opportunities Program Coordinator, Counselor, Speech Therapists, Special Ed Team and School Psychologist, as well as our CAFE Specialist which has been essential in working collaboratively to monitor student as well as family needs on campus and provide support for teachers. We plan to continue to monitor 100% of student referrals that come in via a Google document called "Wellness Ticket" on campus via the wellness team. The change in staffing this year has made it challenging, but it is an area of priority for student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and standards based instruction.

Identified Need

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

Based on California Dashboard data and site-level assessment data, educational partners strongly affirm the value of the Dual Immersion Program and the importance of language acquisition for all students. However, current data indicates a continued need to strengthen student achievement and language development outcomes through more consistent, structured collaboration among staff.

An identified need is to expand opportunities for teacher collaboration, instructional planning, and ongoing progress monitoring in partnership with site administration, the English Learner Specialist, and MTSS team members. This includes strengthening PLC structures and data cycles to improve instructional alignment and targeted support for students.

Additionally, educational partners identified a need to increase family engagement through regular informational events that strengthen the home-to-school connection and build parent understanding of dual language instructional practices. These efforts are intended to support increased student engagement, improved language development, and stronger academic outcomes across all grade levels.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	2025-26 Currently Beamer has 36 students who have reclassified. Which is 22% of students of our ELLs who have made significant growth and progress. Beamer has 56 students who are currently on the Pathway to receive the Seal of Biliteracy, which is an increase of 27 students from the previous year. Currently 86 are identified as Reclassified (RFEP) students and are monitored by our ELS and staff. 2024-25 Beamer had 35 students reclassified. Which is 20 % of students were reclassified. 29 students are on the pathway to receive the Seal of Biliteracy Pathway. 26 students were reclassified in 2023-24. 5.5% of students were reclassified in 2023-24.	We shall increase the percentage of students reclassified by 4.5%, resulting in a rate of 10% of students being reclassified.
English Learner Progress Indicator (ELPI)	2025 ELP indicator shows that 65.4% of our English Learners are making progress toward reclassification. On the 2025 Dashboard, Beamer's ELPI score increased by 32.8% and moved our ELPI Student Scores to Blue. 2024-25 ELPI indicator shows that 31.9% of English Learners are making progress toward reclassification. On the 2024 Dashboard, Beamer's ELPI score declined to Red, with 32.6% of students progressing. On the 2023 Dashboard, 50.3% of our English learners are progressing towards English proficiency, putting Beamer in the high progress band. This is a 6% decrease from the previous year. At the same time, 33.6% maintained their performance level, placing Beamer in Orange. 2022-23 56.7 % of our English Learners demonstrated progress towards English Proficiency. 21-22: no data available	Students continue to grow towards English proficiency to 45%
School rating of EL (English Learner) Roadmap Principle 2 on the self-assessment	2025-26 School Rating of EL Roadmap Principal 2 3 Integrated and Designated English Language Development (ELD) 3 Intellectually Rich, Standards-based Curriculum	Increase each subcomponent by 0.5 and the average in principle 1 to 3.5.

	4 High Expectations 4 Access to Full Curriculum 4 Use of Students' Home Language 4 Rigorous Instructional Material 3.5 Programmatic Choice In our work with dual immersion professional development we are in year five of our grant. Beamer staff has embedded the work and it is a natural part of our Professional Learning Community and Professional Learning Teams. Our teachers have continued the work of implementing the EL Roadmap and the Guiding Principles of Dual Language Instruction into everyday instruction. Beamer teachers not only collaborate on campus, but as a Dual Immersion PLC district wide. The work will continue beyond the grant, as it continues to be an area of priority for the success of our Dual Immersion Program. Currently, 100% of staff participate in Professional Development to support our work implementing principles 1 and 2. As a school, Beamer has scored an average of 90% complete understanding and implementation, which also shows alignment in our work with monitoring and understanding language and culture as an asset of the EL Roadmap. 2024-25 School Rating of EL Roadmap Principal 1 3.5 Languages and cultures are assets. 2.5 No single English Learner profile. 3.5 School climate is affirming, inclusive, and safe 3.0 Strong family and school partnerships 2.0 Supporting English Learners with Disabilities Average 2.9 In our work with the CAFE Project PROMESA, we are in year four of our grant. Beamer works to embed the work as a Professional Learning Community while implementing the EL Roadmap and the Guiding Principles of Dual Language Instruction. Currently, 100% of staff participate in Professional Development to support our work implementing principles 1 and 2. As a school, Beamer has scored an average of 90% complete understanding and implementation,	
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	which also shows alignment in our work with monitoring and understanding language and culture as an asset of the EL Roadmap. 2024-25 100% of our staff also participated in professional development provided by CAFE in implementing the EL Roadmap and diving deep into our understanding of the critical role and guidance this provides, with an understanding of the Guiding Principles for Dual Language Instruction. 2022-23 100% of our staff also participated in professional development provided by CAFE in implementing the EL Roadmap and the critical role and guidance this provides, with an understanding of the Guiding Principles for Dual Language Instruction. Our teachers were invited to participate in the Californians Together video, which highlights the work and implementation of the EL Roadmap. Being part of this project was instrumental in highlighting the success of our dual immersion program at Beamer. 2021-22 The staff at Beamer worked on unpacking the EL Roadmap this year while site and district leadership were in the planning stage in year one of the CAFE Project PROMESA. 100% of our staff participated in district professional development on the EL Roadmap.	
Percentage of English Learner students who reach growth targets on iReady in Reading and Math. (elementary only) We will hope to gain support from district professional development in implementing iReady in Espanol.	Typical Growth is the average annual growth for a student at their grade and baseline placement level. The median percent progress towards Typical Growth in Reading for this Beamer is 78%. The median percent progress towards Typical Growth in Math for Beamer is 70%. The percentage of proficient students in iReady Reading grew by 18%. The percentage of proficient students in iReady Math grew by 10%. 43% of EL Students improved placement on iReady Reading, 34% of EL students met Annual Typical Growth. Typical Growth is the average annual growth for a student at their grade and baseline placement level.	We shall increase student performance by 5% in English Language Arts and Math. We want to be able to integrate iReady in espanol data in goal setting as well.

	26% of English Language Learners are progressing towards growth targets on i-Ready assessments in Math. 37% of English Language Learners are progressing towards growth on i-Ready assessments. Once available, we hope to be able to use the i-Ready in Spanish to support student progress in Spanish.	
Percentage of Long Term English Learners reclassified	This year, Beamer Elementary had 8 students at risk of becoming Long-Term English Language Learners. Two 5th graders met the criteria for reclassification, while six sixth graders will be LTELs in seventh grade. The reclassification rate was 25%.	Elementary school students are considered at risk of becoming long-term English Learners. We will continue to monitor our English Learners and their progress each trimester to assure them that they are making progress. We will also meet with parents, EL Specialists, Administrators, and Teachers. Increase reclassification rate to 40%
Reclassification rate for Dually-Identified SPED/EL students who have an Alternate Summative ELPAC Level 3. Reclassification rate Dually-Identified SPED/EL students with a Summative ELPAC Level 4 who were assigned Domain Exemptions	This year, Beamer did not have any dually identified EL/SPED students reclassified with alternate ELPAC. We had 1 dually identified EL/SpEd student reclassified with Summative ELPAC of 4 and domain exemption of speaking portion of the assessment.	We will continue to monitor our English Learners and their progress each trimester to assure them that they are making progress. We will also meet with parents, EL Specialists, Administrators, and Teachers.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Accelerate the academic achievement and English proficiency of each English Learner through an assets-oriented approach and rigorous instruction. Increase the performance of English language learners in ELA and math by implementing best first instruction which encompasses the six key dual immersion strategies to engage students in rigorous, standards based instruction. Teachers will also collaborate and complete data analysis to focus on targeted interventions and scaffolds, building solid relationships with students and families, and closely monitoring student progress and English learner progress monitoring. -Data chats for teachers to complete one-on-one with students based on student performance -Tiered Interventions for students in academic areas, Math, English Language Arts and Spanish	English Learners, Language Learners	9,900 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Release Time for student progress monitoring/academic conferences/data analysis -Professional Development for teachers, literacy paras, and paraprofessionals -Professional Development with dual immersion strategies post Grant with site leadership team -Looking at the EL RoadMap and working with our parents.		
3.2	CABE attendance for parents, staff and Beamer Alumni in Long Beach	English Learners	8,000 Title I Part A: Basic Grants Low-Income and Neglected
3.3	Costs associated with ELAC for parent involvement parent education in Biliteracy and Dual Immersion Instruction; such as childcare and light snacks	English Learners	949 Title I Part A: Parent Involvement 1,500 Supplemental/Concentration
3.4	Costs associated with parent and staff training; (ie: Positive Behavior, SEL, Dual Language Immersion, Spanish, Literacy, Math, STEM)	Provide Professional Development for parents to build bridges and partnerships in all areas and provide resources for families	1,500 Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

In partnership with CABE Project PROMESA, teachers have implemented the EL Roadmap and key strategies for effective dual language instruction. Through quarterly instructional rounds and feedback cycles, teachers have reflected on and adjusted instructional practices to improve student outcomes. A key instructional focus has been increasing academic discourse through structured opportunities for student dialogue, supported by vocabulary development strategies such as sentence frames and academic language routines.

Teachers continue to collaborate in Professional Learning Communities (PLCs) to design standards-aligned units of study, utilize common sentence frames and graphic organizers, and build consistency across grade levels to support student language development and achievement. Teacher leaders have modeled engagement strategies such as *Así se Dice* and Question, Signal, Stem, Share, and Assess (QSSSA) to strengthen student participation, learning discourse and rigor.

A continued area of focus has been the intentional development of “El Puente” (bridge) instructional practices across TK–6 classrooms. Research supports cross-linguistic transfer as a key factor in strengthening biliteracy, phonemic awareness, decoding skills, and academic vocabulary development in both languages.

Alignment across district dual immersion schools has strengthened coherence in instructional practices, including teacher-created standards-based units, common rubrics, and calibration of student writing samples. These efforts have increased consistency in instruction and strengthened the use of student work as a tool for collaborative analysis within PLCs.

Despite a reduction in English Learner Specialist and Title I support, the English Learner Specialist continues to participate in professional development and collaborate with teachers to monitor English learner progress. This includes ongoing analysis of ELPAC and ELPI data within inquiry cycles and grade-level teams to ensure high expectations, scaffolding, and targeted support for multilingual learners.

Data Chats with students have also been implemented to increase student accountability and awareness of their own learning, while providing the ability to set personal goals to work toward. Students set academic goals with teachers and monitor their progress throughout the year and is shared with families as well.

Instructional rounds have provided structured opportunities for feedback to strengthen first-best instruction and align dual language practices across classrooms. PLCs have further deepened collaborative practices through the development of SMART goals, analysis of student data, and review of grade-level units. The Guiding Coalition supports this work by ensuring accountability and alignment to site and district priorities.

Participation in PLC professional development has expanded teacher leadership capacity, with trained staff now serving on the Guiding Coalition to support schoolwide instructional coherence. The use of “Look For” documents has further strengthened planning, ensuring alignment to state standards and CAFE/PROMESA-aligned dual language strategies.

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

This year, the implementation of Instructional Rounds significantly strengthened teacher collaboration and professional learning. Instructional Rounds were conducted three times annually, providing structured opportunities for teacher leaders to collect data, observe instruction, and provide timely feedback. To expand impact, additional teachers were included in the Instructional Rounds team to increase instructional awareness and improve feedback cycles across all staff. Through out the year, staff was also asked to present “bite size PDs” in our staff meetings, which was an opportunity for teachers to share and highlight a strategy that was successful and aligned with demonstrating how it supported student learning.

Release time was also provided for teachers to conduct classroom walkthroughs and observe peers implementing key dual language instructional strategies. This allowed educators to learn from one another across grade levels and sites, strengthening consistency in dual immersion practices. A continued area of need is expanding and sustaining release time and funding for teacher observation and collaboration, particularly as external funding sources such as the PROMESA grant conclude. This will be a key budget priority for 2025–2026.

Onboarding support was provided for new dual immersion teachers and long-term substitutes through site-based mentoring and support from the Dual Immersion Teacher on Special Assignment (TOSA), Maestra Carmen Vargas. This support was essential in maintaining instructional consistency and program integrity.

In addition, administration and the English Learner Specialist supported ongoing data analysis and student data chats. These research-based practices increased student engagement and motivation by helping students understand their progress, set goals, and take ownership of their learning. Data chats also provided teachers with actionable insights to guide instruction and monitor progress throughout the year.

Moving forward, sustaining instructional rounds, expanding release time for collaboration, and maintaining structured data practices will remain key budget and implementation priorities to support continuous improvement in dual language instruction and student achievement.

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

CABE PROMESA Grant served as a support for our dual immersion teachers for five years, it will be imperative to utilize teacher leaders to continue our Professional Growth as a site and district team. Providing intentional release time to create instructional rounds with our teacher leaders and allow for immediate feedback to staff on the key components of the PROMESA work will be essential for our continued growth. Building in a parent component is our next step, which has been a shared interest by Educational Partners surveyed (in ELAC and SSC) which is critical to student, staff and parent engagement.

Teachers realigned our instructional focus on early literacy and Spanish reading in grades TK-6. Teams were able to analyze Spanish iReady Data and identify areas of strength and area in which need improvement. Currently, some staff has attended Professional Development of i-Ready Spanish, however, not all necessary data is available to teachers. Teacher leaders have been working to create reports to share with grade level teams. Another area of Professional Development, district wide, would be understanding the California Spanish Assessment data in grades 3-6 to support learning targets throughout the year would also benefit all staff, paraprofessionals, literacy paras, parents and coaching staff.

Professional Development for Literacy Paras and Special Ed paraprofessional support staff is an area that would be beneficial to support the instructional program and understanding of biliteracy for staff who work directly with students and provide support to teachers. Professional Development for our Literacy Paras and Para Professionals who support special education is a significant need. Providing the proper tools for all staff on site to better assist students with high social, emotional, and academic needs is an area for growth.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education and school community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Provide meaningful engagement and leadership opportunities for youth to directly and significantly shape each student's education, student engagement and school community

Identified Need

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

Provide opportunities for training our students to lead in roles as they learn about leadership.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of student initiated and led clubs offered at Beamer.	This year, Beamer students in Youth Advisory as well as Student Council recommended clubs to continue for students in grades 4-6. This year we began a Reading Club based on student interest, hosting during lunch with our library technician and students also met afterschool twice a week. Chess Club returned this year for students in grades 4-6 and Maestro Bard is the advisor. Harry Potter is a student interest club and has Maestra Medeiros as an advisor. This year our 5th grade students were able to participate in Culinary club in partnership with the Woodland High School culinary students. This was afterschool, twice a week and both 5th grade teachers walked with the students to WHS twice a week for six weeks. Art club was a student initiated club this year and over 49 students participated in ceramics club this year for six weeks with Maestra Herrera. Students also learned the process of having their ceramic pieces fired in the kiln on campus. Garden Club was hosted this year by Yolo Farm to Fork during the school year, supported by participating teachers, as well as afterschool in Expanding Learning Opportunities Program. Stakeholders provided input to possibly have a club where students with staff support create a Video Blog Club to get news out to students, staff and families.	Increase the number of student led clubs by 10% and increase student participation in clubs by 10%.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	2025-26 Students in grades TK-6 were asked to complete a school wide survey, while 5th graders completed the California Healthy Survey. 100% of Students participated, those in TK, Kinder and 1st grades completed the survey as a whole class and discussed school climate and safety while providing student input. Students shared the Cool Schools Projects has construction happening and they are looking forward to the final projects to be completed. Construction has posed challenges with much of the grass area, soccer fields reduced and swings were removed. Students would like to see improvements in the area of food options in the cafeteria. Students have	Increase student participation to 50%.

	participated in school wide teaching of school expectations, which has occurred three times this year. It has helped with student leaders becoming role models for the younger students. Buddy classes have also been established and monthly primary students play in PE with older students, to create a sense of leadership as well as culture on campus. In 2024-25, 280 students participated in a survey to provide feedback for the SPSA. Students in grades 2-6 completed the survey independently, while students in TK, K, and 1st grade completed it as a whole class, allowing 100% of students to be engaged and provide feedback. In 2023-24 220 students participated in a student survey to provide feedback for the SPSA. However, 100% of our students had access to provide feedback; students in grades 2-6 completed the survey independently, and students in TK-1 grades completed it via a whole-class discussion.	
Students on Youth Advisory Committee providing input to the Schoolwide Plan for Student Achievement through quarterly meetings	2025-26 Youth Advisory began with students being recommended by teachers and invited by site administration to participate in working collaboratively to get to know one another and provide feedback on site needs, based on culture and climate, social emotional and academics. 14 students were invited to meet monthly and share ideas and provide feedback on school decisions, improvements and opportunities for students to engage in leadership roles. Brandon Killion attended a Youth Advisory meeting to help students build leadership opportunities and share how important their feedback is to decision making, at all levels. This year, Beamer had a new counselor and Maestro Nieto was instrumental in working with our young leaders in school site council as well as with Youth Advisory. Students worked with our school counselor to write scripts for our student leaders, train students on how to work with younger students to teach our school wide expectations. Students in	Increase student participation in focus groups, increase the representation of English learner students to 8 students, match the school's demographics, and open student participation to students in lower grades (2-3 via surveys) to provide feedback.

	intermediate grades also have buddy classes when we have events on campus, for reading, PE and school evacuation drills. In 2024-25 12 students were invited to provide feedback in grades 3-6: 6 male and 6 female students. 4 English learner students, 2 special education students, 2 newcomers, and 4 English-only/RFEP students. Students meet with the site admin monthly during the school day. In 2022-23, 12 students were also invited to meet with the site admin and school counselor to provide feedback in grades 3-6: 6 male students and 6 female students, 3 English learner students, 3 special education students, 2 newcomers, and 3 English-only/RFEP students.	
Number of student led clubs offered	Beamer currently offers clubs for our students during and afterschool. This year we had 3 student led clubs offered; during school students lead crochet club, reading and art club.	Increase student participation and student lead clubs offered. Increase student participation by 10% schoolwide.
Number of student led initiatives	This year, Beamer Elementary continued to listen to students feedback on what they would like to see come to fruition. We have five student lead initiatives and six clubs that fall under this metric. This year Students in Youth Advisory helped monitor the Drop Boxes in classrooms in grades TK-6 This is how students can report school wide incidents or bullying in their classrooms. Each year we also host a school wide Be a Buddy Not A Bully poster contest with the support of our school counselor and student leaders. Students in Youth Advisory worked to support these initiatives. Student leaders have taken on teaching the school wide expectations to all students throughout the school year, with the support of site administration, counselor and yard supervisors. Students are trained, wear safety vests and have written scripts to follow to teach the school wide rules, in dual languages, to students in grades TK-6. Students demonstrated interest in having the following clubs return this year, with the support of a Teacher Advisor: Harry Potter Club, Ceramics	Increase student participation in student led initiatives. Increase student participation by 10%.

	Club, Culinary club in collaboration with Woodland High School, Garden Club, Reading Club and Chess Club.	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Beamer Elementary focuses on building future leaders by providing real-life, meaningful experiences throughout the school year. The school will promote student voice, inquiry, and leadership by offering structured opportunities for students to express ideas, ask questions, and participate in decision-making related to academics, school culture, and enrichment programs. Developing inquiry skills supports critical thinking, problem-solving, and active engagement in school improvement. Key Strategies and Activities: * Promote student voice through inquiry-based practices that encourage students to ask questions, share input, and propose solutions related to school culture, academics, and extracurricular programs and or assemblies which focus on diversity, culture, anti bullying, and literacy * Partner with local agencies and institutions such as TANA, Yolo Farm to Fork and UC Davis to elevate student and community voice through collaborative projects, including campus beautification and mural development * Provide student interest clubs for grades 3–6 (e.g., gardening, ceramics, chess, culinary arts, gaming, Harry Potter, crochet, and other student-driven interests) to increase engagement and belonging * Train student leaders in Positive Behavioral Instruction Supports to teach to the student body TK-6 along with school counselor, site administration and yard supervisors * Implement a Green Team to support recycling, sustainability, and campus beautification through student leadership roles and environmental responsibility * Establish student leadership structures, including PBIS Student Leaders (grades 4–6), Student Council, and a Youth Advisory Council to support school wide initiatives, spirit activities, and provide input on school climate * Provide leadership training and monthly advisory meetings with site administration and staff advisors to strengthen communication, collaboration, and student agency * Expand partnerships with district and community organizations to provide leadership development opportunities for students and staff	All students	2,236 Supplemental/Concentration 5,891 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Create a student video blog club with teacher support to relay schoolwide news to students, staff and families * Offer enrichment experiences that support college and career readiness, including STEM Night, college awareness activities, virtual or in-person college visits, and classroom college connections * Integrate technology into student leadership through photography, journalism, design, and digital media projects, including t-shirt design and communication tools These strategies will increase student engagement, strengthen school connectedness, and empower students to take an active role in shaping their school community while building leadership, collaboration, and future-ready skills.		

Annual Review

SPSA Year Reviewed: 2025-26

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

Analysis

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

Overall, students are provided multiple opportunities to demonstrate leadership and exercise student voice through structured programs such as Student Council and the Youth Advisory Council. These groups serve as key student leadership bodies responsible for providing feedback on school culture, climate, and student needs, reinforcing the idea that school is a place where student voice is valued and acted upon.

This year, Youth Advisory students reviewed school culture and climate survey data and conducted classroom visits to monitor implementation of the "Drop Box" system, designed for students to report concerns related to bullying. This process strengthened student ownership of school safety systems and reinforced student agency in improving campus climate.

Students also partnered with teachers to identify and develop student interest clubs, including Chess, Reading Club (in our library), Harry Potter, Ceramics, Gardening, Legos, Culinary Club (Woodland High School partnership), and Game Club during recess. Teacher advisors support a majority of the clubs and are compensated for their extended commitment, ensuring sustainability and student access to enrichment opportunities. Clubs are offered both during and after school to maximize participation and engagement.

Student Council has taken an active leadership role in organizing schoolwide spirit weeks, developing weekly dual-language announcements, and supporting campus communication through posters and outreach. Students also led schoolwide expectations lessons, helping teach school rules and PBIS expectations across campus in collaboration with staff advisors such as our school Counselor, Site Admin, Yard Supervisors and Office Staff.

In addition, student leaders were trained as PBIS monitors under the guidance of the school counselor and administration. These students support recess and lunch supervision, attend monthly meetings, and serve as peer role models who help resolve conflicts and promote positive interactions on campus.

Through fundraising efforts, Student Council also supported student social events, further strengthening school connectedness and community building. This year, a school wide challenge was made to increase reading in Spanish all students who reached their goal earned "raspado" or snow cone from Student Council (Over 150 students schoolwide

reached their goal). Across all activities, strong partnerships between students, teachers, and staff have helped create real-world leadership experiences that center student voice, responsibility, and engagement in shaping a safe and welcoming school culture.

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

This year, additional allocated funding was allocated to support student engagement and student leadership opportunities. This year, student leaders in 6th grade were trained by school counselor and site administration on how to lead and teach school wide expectations to students in grades TK through 6th grade. Students trained wrote scripts, wore safety vests and presented school wide expectations to all students during the week after winter break and after spring break. This has become an imperative part of our school culture and climate as well as an integral part of our Positive Behavior Intervention Supports. Many of the activities facilitated this year required very little site funding as much of the work completed was done with site materials and donated items by our Beamer PTA.

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

Research on student leadership in elementary schools shows that leadership opportunities build essential skills such as accountability, responsibility, communication, and critical thinking. By expanding student leadership structures, the school supports increased engagement, academic ownership, and self-confidence among students. Designated leadership roles also promote student responsibility and serve as models for positive behavior and academic engagement.

This is the third year of implementation of the Youth Advisory Council, and the school will expand efforts to increase student participation and engagement in leadership roles by 25%. To support this outcome, student leaders, including representatives from School Site Council and Youth Advisory, will continue to present at ELAC, DELAC, and School Site Council meetings to ensure student voice is embedded in decision-making processes. This is an area where students have continued to be an integral part of decision making and helping with system and program design.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$63,814
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$210,172.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$62,865.00
Title I Part A: Parent Involvement	\$949.00

Subtotal of additional federal funds included for this school: \$63,814.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
Arts and Music in Schools	\$80,809.00
Site Discretionary	\$17,797.00
Supplemental/Concentration	\$47,752.00

Subtotal of state or local funds included for this school: \$146,358.00

Total of federal, state, and/or local funds for this school: \$210,172.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	80,809.00
Site Discretionary	17,797.00
Supplemental/Concentration	47,752.00
Title I Part A: Basic Grants Low-Income and Neglected	62,865.00
Title I Part A: Parent Involvement	949.00

Expenditures by Budget Reference

Budget Reference	Amount
	63,663.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	80,809.00
	Site Discretionary	17,797.00
	Supplemental/Concentration	47,752.00
	Title I Part A: Basic Grants Low-Income and Neglected	62,865.00
	Title I Part A: Parent Involvement	949.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	96,769.00
Goal 2	83,427.00
Goal 3	21,849.00
Goal 4	8,127.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hortencia Hernandez	Principal
Teresa Morales	Classroom Teacher
Adelina Perez	Classroom Teacher
Teresa Sanchez	Other School Staff
Alysia Prewitt Damian	Parent or Community Member
Major Willis	Parent or Community Member
Cynthia Quintana	Parent or Community Member
Brittany Chilton	Parent or Community Member
Blietek Villegas Paule	Parent or Community Member
Bernadina Garcia	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature
Martha Patricia Silva.

Committee or Advisory Group Name

English Learner Advisory Committee

Grayson Villalobos

Other: Youth Advisory Student Representative

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

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

This SPSA was adopted by the SSC at a public meeting on May 7, 2026.

Attested:

H. Hernandez

Principal, Hortencia Hernandez on May 07, 2026

SSC Chairperson, Major Willis on May 07, 2026