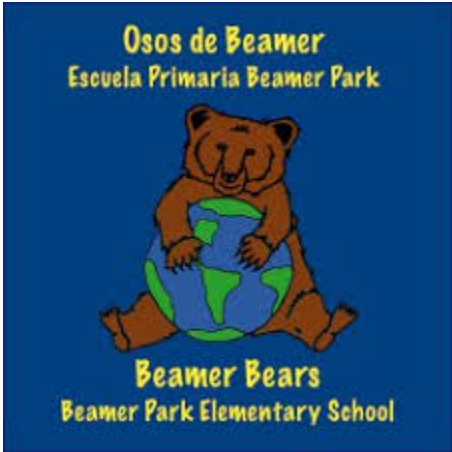




School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beamer Park Elementary School	57727106056444	May 8, 2025	6/12/2025

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

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

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

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

This plan is being used by 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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement	4
Resource Inequities	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	7
School and Student Performance Data	8
Student Enrollment.....	8
CAASPP Results.....	11
ELPAC Results	16
Student Population.....	20
Overall Performance	22
Academic Performance.....	24
Academic Engagement	30
Conditions & Climate.....	33
Goals, Strategies, & Proposed Expenditures.....	35
Goal 1.....	35
Goal 2.....	43
Goal 3.....	53
Goal 4.....	59
Budget Summary	64
Budget Summary	64
Other Federal, State, and Local Funds	64
Budgeted Funds and Expenditures in this Plan	65
Funds Budgeted to the School by Funding Source.....	65
Expenditures by Funding Source	65
Expenditures by Budget Reference	65
Expenditures by Budget Reference and Funding Source	65
Expenditures by Goal.....	65
School Site Council Membership	66
Recommendations and Assurances	67
Instructions.....	68
Appendix A: Plan Requirements	75
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	78

Appendix C: Select State and Federal Programs81

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 meets the ESSA requirements 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.

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 and reviews the school's data and progress on goals within the School Plan for Student Achievement (SPSA). It also participates in the needs assessment process and develops and approves the annual School Plan.

Formal needs assessments were conducted with community partner groups at Beamer Park Elementary, including the English Learner Advisory Committee, the School Site Council, the Beamer Staff, 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 English Language Arts, Mathematics, and Spanish. 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. Student focus groups were influential in providing input and feedback on campus culture and safety, and 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, 4 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 then offered an analysis of causes and collaborated to provide recommendations to improve student outcomes.

Students could also participate in the SAEBRS self-assessment for social-emotional needs in March 2025 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 March 2025. This year, Youth Advisory presented a way for students to report Bullying on campus to their classroom teachers via the "Drop Boxes" that the council made, delivered, and shared with staff school-wide. As a follow-up, the Student Advisory met on March 6 and April 7 of 2025 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 February 27, 2025, and with the School Site Council on April 10, 2025. 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 25, 2025, and provided additional feedback. The school site council reviewed the plan on April 10, 2025, considered recommendations and input from all groups, and approved the SPSA on May 8, 2025.

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.

N/A

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.

Beamer Park Elementary currently scores Orange (low) in English Language Arts. Our current data is 51.8 points below standard, and we managed to maintain in Orange. The subgroups of English Learners, Hispanic, and Socioeconomically Disadvantaged scored lower than their peers and fell into the low category.

To address concerns in Language Arts, we have taken the steps to

-continue our work with CAFE Project PROMESA to provide professional development for all teachers in the area of critical instructional strategies to make learning comprehensible to all learners, while providing the best first instruction and focusing on student engagement

-Part of our work will be to continue to provide Instructional Rounds, which allow for immediate feedback to teachers, while teachers use this data to collaborate in Professional Learning Communities to reflect and realign instructional practices

-Provide continued coaching on effective strategies and immediate feedback to teachers after instructional rounds on key strategies

-Teachers collaborate on unpacking essential standards and designing lessons, units of study, and common formative assessments

-Teachers engage in Professional Development in the area of Literacy and Dual Language Instruction, which includes but does not limit key strategies in the areas of vocabulary development, language acquisition, oral language application, graphic organizers, reading comprehension, and writing applications

Instructional Rounds provide feedback aligned with the Key Strategies for Dual Language Instruction while utilizing quantifiable data. Teachers have an opportunity to reflect on best practices and create units of study in Professional Learning Communities (PLC) that align with the Guiding Principles for Dual Language Education.

-Collaboration time for PLCs has been allocated each month for teachers to work alongside our site English Learner Specialists and Administrator to review assessment data

-Time has been allocated for Site Staff to work in District PLCs with the two other Dual Immersion Elementary Schools, as well as with the California Association of Bilingual Education (CAEBE) for consistency and cohesion

- Collaboration time for PLCs has also included instructional rounds this year, which allowed teachers to observe other teachers implementing key strategies in real-time instruction
- Collaboration time for PLCs included cross-grade level articulation and documentation of essential standards and key strategies to focus on school-wide
- Literacy Paraprofessionals have attended Professional Development to support students in grades TK-3rd in the area of Literacy and Language Acquisition

-Training for our Special Education Paraprofessionals in how to support students with multiple tiered needs

- We additionally will be looking at our master schedule to possibly restructure how support is provided to students who are language learners and utilize graphic organizers, frontloading of rigorous vocabulary, oral language, and writing strategies

Beamer Park Elementary is currently scoring Orange (low) in Mathematics. Our data shows we declined 14.6 points, placing our students 71.7 points below standard. The subgroups of English Learners declined by 7.1 points, our Hispanic subgroup declined by 3.7 points, our Recently Reclassified English Learners declined 5 points, our socioeconomically disadvantaged students declined by 16 points, and our subgroup of Students with Disabilities maintained, but they are still below standard. To address our concerns in the area of math decline, we have taken the following steps.

-Purchase of manipulatives to support hands-on learning and teaching of foundational skills

-Reteach and focus on concepts and procedures

-We are looking to reorganize our master schedule. Currently, math is taught in Spanish in the primary grades and English in the intermediate grades, building consistency in foundational skills as well as language to provide support to students who are our most at-risk

-We did decline in instructional minutes in math; we dropped from 90 minutes of math instruction to 60 minutes, which could be a root cause

-We will be adding a focus on teaching reading comprehension and intentional vocabulary development to support mathematical literacy

Our English Language Progress declined by 6%, while 33.6% of students maintained a level and 15% decreased one level.

-We are continuing to monitor our English Learners each trimester

-Data chats are imperative in teachers' understanding of who their English Learners are and what level of language proficiency they are scoring at

-Having frequent conversations about Language Development and student support with teachers, as well as informing parents

-Providing Professional Learning Community time for teachers to collaborate with the English Learning Specialist to look at English Learner Progress and English Language Development best practices

-Implementation of Best Practices and Best First Instruction for English Learners, including but not limited to GLAD strategies, use of visuals, realia, and graphic organizers in efforts to make learning comprehensible

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.

ELA
Math
ELLs

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 California Spanish Assessment Data for 2022-23 shows that 66% of our Students tested in Spanish scored in Range 1, 25% scored in Range 2 and 9% scored in Range 3. 2021-22 shows that 64% of our Students tested in Spanish scored in Range 1, 28% scored in Range 2, and 8% scored in Range 3. We aim to work with teachers and district leadership to provide professional development in understanding the California Spanish Assessment data measures and how to best utilize the data at the site and at each grade level.

- Allow for Teacher Collaboration to understand CSA data

- Work to provide support in Spanish Language Development that is rigorous

- Set SMART Goals as grade-level teams in English Language Arts, Math, and Spanish

- Progress Monitoring of student needs in Social Emotional Learning, Academic, and Language Development in grades TK through sixth

- PLC team meetings are calendared and supported with a structured format that looks to review fluid data often and assign Tier Two early interventions

- PLC time 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 spans

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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0.2%	0.40%	0	1	2
Asian	0.20%	0.2%	0.40%	1	1	2
Filipino	%	0%	0.20%	0	0	1
Hispanic/Latino	92.32%	91.76%	91.50%	457	468	452
Pacific Islander	%	0%	%	0	0	
White	5.86%	4.9%	5.47%	29	25	27
Two or More Races	1.01%	1.76%	1.21%	5	9	6
Not Reported	0.61%	1.18%	0.81%	3	6	4
Total Enrollment				495	510	494

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	102	104	74
Grade 1	74	76	76
Grade 2	64	73	69
Grade3	62	66	67
Grade 4	70	64	63
Grade 5	57	69	58
Grade 6	66	58	64
Total Enrollment	495	510	494

Conclusions based on this data:

1. 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.

2. Hispanic group has declined slightly but maintained with 1%. This can be due to predominant language being Spanish and our Hispanic families feeling comfortable and wanting their children to be bilingual and ensure they do not lose their native language.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	204	214	195	41.2%	42.0%	39.5%
Fluent English Proficient (FEP)	74	85	92	14.9%	16.7%	18.6%

Conclusions based on this data:

1. The percentage of EL students has decreased by 2.5 % remaining fairly stable. These numbers can be attributed to the increase of students who have reclassified based on the increase of almost 2%.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	66	65	63	66	65	63	66	65	98.4	100.0	100
Grade 4	72	61	63	69	61	63	68	61	63	95.8	100.0	100
Grade 5	58	67	58	58	65	58	58	65	58	100.0	97.0	100
Grade 6	65	57	63	65	56	63	65	56	63	100.0	98.2	100
All Grades	259	251	249	255	248	249	254	248	249	98.5	98.8	100

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2387.	2400.	2351.	9.52	22.73	7.69	22.22	19.70	9.23	25.40	27.27	21.54	42.86	30.30	61.54
Grade 4	2442.	2425.	2416.	14.71	11.48	11.11	29.41	16.39	17.46	20.59	19.67	17.46	35.29	52.46	53.97
Grade 5	2480.	2491.	2477.	12.07	20.00	12.07	25.86	20.00	29.31	29.31	32.31	22.41	32.76	27.69	36.21
Grade 6	2509.	2494.	2488.	12.31	5.36	12.70	21.54	26.79	25.40	41.54	33.93	22.22	24.62	33.93	39.68
All Grades	N/A	N/A	N/A	12.20	15.32	10.84	24.80	20.56	20.08	29.13	28.23	20.88	33.86	35.89	48.19

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.70	13.64	7.69	61.90	68.18	52.31	25.40	18.18	40.00
Grade 4	8.82	8.20	11.11	72.06	59.02	63.49	19.12	32.79	25.40
Grade 5	13.79	20.00	13.79	68.97	60.00	65.52	17.24	20.00	20.69
Grade 6	15.38	5.36	11.11	56.92	58.93	49.21	27.69	35.71	39.68
All Grades	12.60	12.10	10.84	64.96	61.69	57.43	22.44	26.21	31.73

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.35	13.64	0.00	60.32	54.55	43.08	33.33	31.82	56.92
Grade 4	10.29	9.84	1.59	54.41	50.82	57.14	35.29	39.34	41.27
Grade 5	12.07	13.85	10.34	56.90	63.08	60.34	31.03	23.08	29.31
Grade 6	12.31	7.14	9.52	61.54	62.50	57.14	26.15	30.36	33.33
All Grades	10.24	11.29	5.22	58.27	57.66	54.22	31.50	31.05	40.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.35	10.61	4.62	74.60	74.24	67.69	19.05	15.15	27.69
Grade 4	11.76	8.20	0.00	67.65	72.13	82.54	20.59	19.67	17.46
Grade 5	10.34	10.77	8.62	75.86	75.38	79.31	13.79	13.85	12.07
Grade 6	10.77	3.57	9.52	75.38	89.29	71.43	13.85	7.14	19.05
All Grades	9.84	8.47	5.62	73.23	77.42	75.10	16.93	14.11	19.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.35	18.18	7.69	63.49	59.09	52.31	30.16	22.73	40.00
Grade 4	14.71	6.56	6.35	66.18	72.13	60.32	19.12	21.31	33.33
Grade 5	12.07	12.31	12.07	67.24	66.15	53.45	20.69	21.54	34.48
Grade 6	10.77	16.07	7.94	72.31	60.71	68.25	16.92	23.21	23.81
All Grades	11.02	13.31	8.43	67.32	64.52	58.63	21.65	22.18	32.93

Conclusions based on this data:

- As a school, we are working to improve best first instructional practices, Tier I support for all learners. Our students demonstrate areas of need in academic areas and social-emotional support post-pandemic. Our students in English Language Arts are making slow progress. Overall, student groups are performing 51 points below standard, and ELs and the Socioeconomic student population demonstrated a decline of 3. All students and

Hispanic students scored maintained in orange decline of 0.1%. Our English Language Learners are performing 49 points below standard; however, compared to statewide results, we are performing 12.2 points higher than the average. Strategies to support the improvement of student achievement include moving our student population groups from orange to green by an increase of 10 points to move our school into green.

Our students with disabilities declined significantly from the previous year and are scoring in red in English Language Arts and Math, but our goal is to continue to support and move students towards proficiency.

Our Reclassified students are scoring 7.1 points below standard. Our English-only students are scoring 20.2 points below standard, and our students with disabilities are scoring 92 points from standard, which is higher than the state score of 47.3 by 5.3 points. Based on our data, targeted Tier II supports are provided to some students. This year, a focus was on early targeted interventions. 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 twice 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.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	64	66	65	64	66	65	64	66	65	100.0	100.0	100
Grade 4	72	61	63	71	61	63	71	61	63	98.6	100.0	100
Grade 5	58	67	58	58	67	58	58	67	58	100.0	100.0	100
Grade 6	65	57	63	65	56	63	65	56	63	100.0	98.2	100
All Grades	259	251	249	258	250	249	258	250	249	99.6	99.6	100

* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2395.	2409.	2366.	3.13	10.61	3.08	31.25	19.70	15.38	25.00	40.91	27.69	40.63	28.79	53.85
Grade 4	2445.	2423.	2440.	12.68	3.28	6.35	19.72	9.84	19.05	36.62	45.90	38.10	30.99	40.98	36.51
Grade 5	2468.	2460.	2444.	6.90	7.46	3.45	20.69	22.39	12.07	29.31	22.39	27.59	43.10	47.76	56.90
Grade 6	2504.	2474.	2461.	9.23	3.57	4.76	20.00	19.64	12.70	30.77	21.43	38.10	40.00	55.36	44.44
Grade 11															
All Grades	N/A	N/A	N/A	8.14	6.40	4.42	22.87	18.00	14.86	30.62	32.80	32.93	38.37	42.80	47.79

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.81	12.12	6.15	50.00	51.52	36.92	42.19	36.36	56.92
Grade 4	19.72	8.20	14.29	47.89	47.54	50.79	32.39	44.26	34.92
Grade 5	5.17	8.96	1.72	50.00	47.76	46.55	44.83	43.28	51.72
Grade 6	12.31	1.79	6.35	50.77	39.29	47.62	36.92	58.93	46.03
Grade 11									
All Grades	11.63	8.00	7.23	49.61	46.80	45.38	38.76	45.20	47.39

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.94	15.15	9.23	50.00	56.06	41.54	39.06	28.79	49.23
Grade 4	7.04	4.92	3.17	59.15	52.46	60.32	33.80	42.62	36.51
Grade 5	6.90	5.97	6.90	60.34	61.19	50.00	32.76	32.84	43.10
Grade 6	9.23	5.36	3.17	60.00	44.64	50.79	30.77	50.00	46.03
All Grades	8.53	8.00	5.62	57.36	54.00	50.60	34.11	38.00	43.78

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.38	12.12	6.15	62.50	62.12	46.15	28.13	25.76	47.69
Grade 4	8.45	4.92	9.52	60.56	55.74	50.79	30.99	39.34	39.68
Grade 5	8.62	5.97	1.72	60.34	58.21	58.62	31.03	35.82	39.66
Grade 6	12.31	5.36	14.29	56.92	58.93	55.56	30.77	35.71	30.16
All Grades	9.69	7.20	8.03	60.08	58.80	52.61	30.23	34.00	39.36

Conclusions based on this data:

1. Based on the overall achievement of our students, 32% nearly met the standard.
2. Based on the overall achievement of our students, we are also looking at providing support in the area of Mathematics, as our students scored 87.3 points from the standard overall. One area of focus is also working to support learning since math this year, is teaching math in English school wide, grades TK through sixth. In years prior, it was taught in Spanish in the primary grades and English in the intermediate grades. Securing that the Tier I instruction includes visuals, manipulatives, and dual immersion support, we expect this to support growth in mathematics school-wide. We also offer Tier II interventions in Mathematics, academic vocabulary, and Spanish support as needed.

Overall, mathematics achievement for all students went down from 2022-23. Students' scores went down in all areas of mathematics in the 2022-23 school year. This shows a lack of basic understanding of numeracy and math foundations in early grade levels and continues to show achievement gaps through 6th grade.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1411.5	1410.5	1426.4	1430.0	1432.1	1444.4	1368.4	1359.8	1384.4	47	57	45
1	1449.8	1442.4	1443.3	1479.6	1477.9	1468.7	1419.6	1406.5	1417.2	32	33	39
2	1467.4	1493.2	1454.4	1494.7	1506.2	1465.3	1439.7	1479.6	1443.0	32	34	28
3	1485.5	1487.3	1486.2	1488.0	1495.4	1490.9	1482.4	1478.8	1480.9	32	26	25
4	1529.3	1509.5	1518.2	1533.2	1512.4	1526.6	1524.8	1506.2	1509.2	12	28	23
5	1554.3	1510.2	1527.9	1547.5	1502.6	1524.2	1560.5	1517.4	1531.0	22	11	23
6	1550.4	1542.0	*	1554.8	1539.5	*	1545.4	1543.9	*	19	13	*
All Grades										196	202	186

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.51	8.77	13.33	38.30	38.60	37.78	36.17	31.58	37.78	17.02	21.05	11.11	47	57	45
1	6.25	12.50	10.26	43.75	31.25	30.77	28.13	28.13	38.46	21.88	28.13	20.51	32	32	39
2	12.50	11.76	0.00	40.63	55.88	35.71	31.25	29.41	42.86	15.63	2.94	21.43	32	34	28
3	15.63	11.54	0.00	40.63	38.46	48.00	21.88	30.77	48.00	21.88	19.23	4.00	32	26	25
4	33.33	14.29	26.09	41.67	53.57	34.78	25.00	14.29	26.09	0.00	17.86	13.04	12	28	23
5	40.91	27.27	17.39	45.45	27.27	52.17	9.09	18.18	17.39	4.55	27.27	13.04	22	11	23
6	31.58	23.08	*	47.37	61.54	*	21.05	15.38	*	0.00	0.00	*	19	13	*
All Grades	17.35	12.94	10.75	41.84	43.28	39.25	26.53	26.37	35.48	14.29	17.41	14.52	196	201	186

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.53	22.81	20.00	29.79	31.58	37.78	29.79	26.32	31.11	14.89	19.30	11.11	47	57	45
1	34.38	40.63	51.28	40.63	21.88	20.51	25.00	21.88	15.38	0.00	15.63	12.82	32	32	39
2	40.63	35.29	10.71	40.63	50.00	50.00	15.63	14.71	32.14	3.13	0.00	7.14	32	34	28
3	28.13	38.46	24.00	43.75	42.31	60.00	12.50	7.69	12.00	15.63	11.54	4.00	32	26	25
4	58.33	57.14	47.83	41.67	25.00	39.13	0.00	10.71	8.70	0.00	7.14	4.35	12	28	23
5	59.09	45.45	39.13	27.27	27.27	47.83	9.09	0.00	8.70	4.55	27.27	4.35	22	11	23
6	68.42	38.46	*	21.05	53.85	*	10.53	7.69	*	0.00	0.00	*	19	13	*
All Grades	39.80	36.82	31.18	35.20	34.83	40.32	17.86	16.42	20.43	7.14	11.94	8.06	196	201	186

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	2.27	0.00	8.89	9.09	15.79	17.78	47.73	45.61	48.89	40.91	38.60	24.44	44	57	45
1	3.13	0.00	7.69	18.75	6.25	20.51	18.75	46.88	23.08	59.38	46.88	48.72	32	32	39
2	5.56	5.88	0.00	47.22	44.12	21.43	19.44	26.47	46.43	27.78	23.53	32.14	36	34	28
3	10.53	7.69	4.00	31.58	23.08	16.00	36.84	26.92	48.00	21.05	42.31	32.00	19	26	25
4	0.00	3.57	13.04	16.67	32.14	26.09	50.00	39.29	30.43	33.33	25.00	30.43	24	28	23
5	20.83	9.09	13.04	4.17	18.18	21.74	54.17	27.27	47.83	20.83	45.45	17.39	24	11	23
6	5.26	7.69	*	42.11	15.38	*	42.11	76.92	*	10.53	0.00	*	19	13	*
All Grades	7.65	3.48	7.53	25.51	22.39	20.97	35.20	40.30	39.78	31.63	33.83	31.72	196	201	186

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.26	15.79	24.44	58.70	64.91	73.33	13.04	19.30	2.22	46	57	45
1	50.00	46.88	58.97	50.00	43.75	30.77	0.00	9.38	10.26	32	32	39
2	37.50	47.06	17.86	56.25	52.94	78.57	6.25	0.00	3.57	32	34	28
3	40.63	15.38	40.00	43.75	73.08	56.00	15.63	11.54	4.00	32	26	25
4	83.33	14.29	43.48	16.67	75.00	47.83	0.00	10.71	8.70	12	28	23
5	22.73	36.36	34.78	63.64	36.36	60.87	13.64	27.27	4.35	22	11	23
6	21.05	30.77	*	68.42	69.23	*	10.53	0.00	*	19	13	*
All Grades	37.44	27.86	36.56	53.33	60.70	57.53	9.23	11.44	5.91	195	201	186

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.89	33.33	22.22	61.70	49.12	57.78	23.40	17.54	20.00	47	57	45
1	9.38	40.63	15.38	84.38	37.50	64.10	6.25	21.88	20.51	32	32	39
2	43.75	50.00	10.71	53.13	50.00	75.00	3.13	0.00	14.29	32	34	28
3	50.00	42.31	20.00	31.25	50.00	72.00	18.75	7.69	8.00	32	26	25
4	41.67	67.86	47.83	58.33	25.00	52.17	0.00	7.14	0.00	12	28	23
5	81.82	63.64	47.83	13.64	9.09	43.48	4.55	27.27	8.70	22	11	23
6	68.42	69.23	*	31.58	30.77	*	0.00	0.00	*	19	13	*
All Grades	38.78	47.26	24.73	50.51	40.80	61.83	10.71	11.94	13.44	196	201	186

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	4.35	0.00	11.11	67.39	78.95	53.33	28.26	21.05	35.56	46	57	45
1	15.63	3.13	20.51	21.88	31.25	25.64	62.50	65.63	53.85	32	32	39
2	3.13	23.53	0.00	53.13	58.82	64.29	43.75	17.65	35.71	32	34	28
3	6.25	3.85	0.00	40.63	46.15	48.00	53.13	50.00	52.00	32	26	25
4	0.00	10.71	8.70	75.00	57.14	47.83	25.00	32.14	43.48	12	28	23
5	22.73	9.09	8.70	63.64	54.55	73.91	13.64	36.36	17.39	22	11	23
6	10.53	15.38	*	47.37	38.46	*	42.11	46.15	*	19	13	*
All Grades	8.72	7.96	9.14	51.28	56.72	50.54	40.00	35.32	40.32	195	201	186

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.51	14.04	22.73	55.32	36.84	56.82	36.17	49.12	20.45	47	57	44
1	3.13	0.00	0.00	65.63	62.50	74.36	31.25	37.50	25.64	32	32	39
2	12.50	8.82	7.14	62.50	67.65	71.43	25.00	23.53	21.43	32	34	28
3	12.50	11.54	12.00	75.00	65.38	64.00	12.50	23.08	24.00	32	26	25
4	8.33	25.00	30.43	75.00	53.57	56.52	16.67	21.43	13.04	12	28	23
5	40.91	18.18	17.39	59.09	45.45	65.22	0.00	36.36	17.39	22	11	23
6	26.32	30.77	*	73.68	69.23	*	0.00	0.00	*	19	13	*
All Grades	14.29	13.43	14.59	64.80	54.73	64.32	20.92	31.84	21.08	196	201	185

Conclusions based on this data:

- Based on the English Learner Performance Assessment for California (ELPAC), 43.82% of the EL students are at level 3 overall, which is an increase. This suggests that Beamer should continue current strategies to support

English acquisition and explore strategies that support English learners during best first instruction. 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, rubrics to assess learning and calibrated writing which was aligned to grade level standards in grade level teams. However, not having any well developed curriculum to support writing, it is an increase from 2022-23 in somewhat moderately.

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
494	76.7%	39.5%	0.4%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	195	39.5%
Foster Youth	2	0.4%
Homeless	2	0.4%
Socioeconomically Disadvantaged	379	76.7%
Students with Disabilities	94	19%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4%
American Indian	0	0.0%
Asian	2	0.4%
Filipino	1	0.2%
Hispanic	452	91.5%
Two or More Races	6	1.2%
Pacific Islander	0	0.0%
White	27	5.5%

Conclusions based on this data:

1. Our largest student group at this school is our Hispanic students, who comprise 91.5% of our student population.

2. Based on our data, our second largest population is the socioeconomically disadvantaged group, at 76.7%, followed by our English Language Learner Population, at 39.5%. This speaks to the lengths our site and district advertise our school;s dual immersion program in the community word of mouth reaches all.

School and Student Performance Data

Overall Performance

The 2024 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.”



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The data shows that Beamer students perform in the orange in academic areas, indicating a need to improve first instruction. However, our English Language Learners progress declined to red this year posing concerns in the area of designated English Language Development and integrated English Language Development.
2. Suspension rate improved and is in green, implying improved PBIS implementation, fostering relationships and restorative practices campus wide.

3. Chronic Absenteeism improved from orange to yellow this year due to working with families and staff to recognize the significance of student attendance daily. Our work with our attendance liaison this year, on our campus supporting staff, students and families has made a great impact. Discussing attendance weekly with attendance liaison and staff made a huge impact on our data.

School and Student Performance Data

Academic Performance English Language Arts

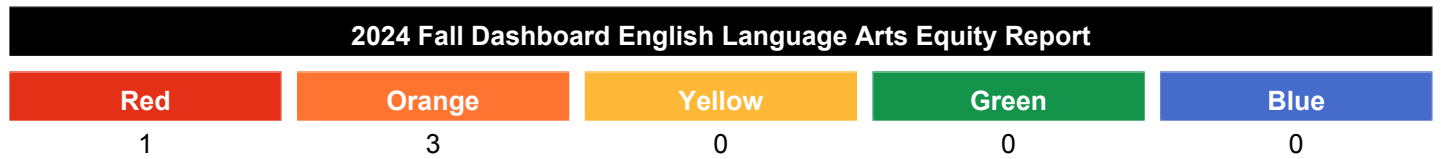
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 51.8 points below standard Declined 20.9 points 249 Students	English Learners  Orange 68.8 points below standard Declined 11.8 points 116 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 65.4 points below standard Declined 19.4 points 192 Students

Students with Disabilities  Red 97.9 points below standard Declined 30.0 points 53 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 56.9 points below standard Declined 19.5 points 230 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 12.3 points above standard Declined 64.5 points 15 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 and red. We plan to focus on supporting the students in the subgroups: English Learners, socioeconomically disadvantaged, Hispanic, and Students with Disabilities. Our English Learners performed 68.8 points below standard, students with disabilities performed 97.9 points below 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 integrated English Language Development (ELD) will ensure that the ELA curriculum is scaffolded to support the needs of our EL students during core instruction.
3. All staff have received Professional Development in best practices for meeting the needs of all learners. We have also partnered with CAFE Project Promesa to support instructional practices for all learners. All staff have received professional development this year with Solution Tree and Professional Learning Communities.

School and Student Performance Data

Academic Performance Mathematics

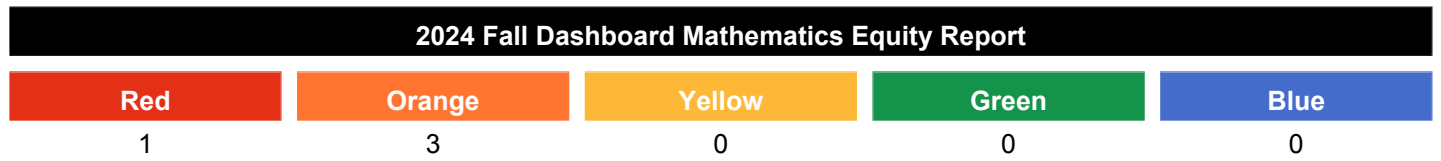
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 71.7 points below standard Declined 14.6 points 249 Students	English Learners  Orange 81.9 points below standard Declined 7.1 points 116 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 83.6 points below standard Declined 13.5 points 192 Students

Students with Disabilities  Red 118.6 points below standard Declined 27.6 points 53 Students	African American  No Performance Color 0 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 1 Student	Filipino  No Performance Color 0 Students	Hispanic  Orange 76.7 points below standard Declined 13.8 points 230 Students
Two or More Races  No Performance Color Less than 11 Students 2 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 1.7 points above standard Declined 32.3 points 15 Students

Conclusions based on this data:

1. Overall, Beamer students decreased in Math by 14.6 points, scoring 71.7 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 declined by 27.6, putting them 118.6 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 English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
32.6% making progress.	making progress.
Number Students: 141 Students	Number Students: 0 Students

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.

2024 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
24.1%	43.3%	0.7%	31.9%

Conclusions based on this data:

- Currently, there are 141 English Learners at Beamer. 32.6% of Students are making progress towards English Language proficiency.
- 22 students decreased their English Learner Progress Indicator Level (ELPI). EL progress monitoring meetings occur every trimester, which identify each of these students, the need to continue, and the development of a specific plan to address the slide. Data chats have also been part of student monitoring with the students and parents.
- Based on the data, a renewed focus needs to be placed on our English Learners, English Language Development instruction, and continued progress monitoring in academic conferences and Professional Learning Communities (PLC).

School and Student Performance Data

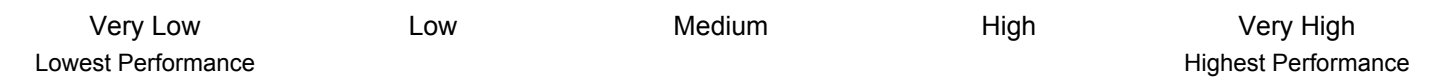
Academic Performance College/Career Report

The 2024 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.

2024 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 2024 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.

2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

12.1% Chronically Absent

Declined 9.2

503 Students

English Learners



Yellow

16.6% Chronically Absent

Declined 7.5

199 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Homeless



No Performance Color

Fewer than 11 students - data not displayed for privacy

2 Students

Socioeconomically Disadvantaged



Yellow

14.7% Chronically Absent

Declined 9.2

388 Students

Students with Disabilities  Yellow 11% Chronically Absent Declined 9.2 109 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 12.8% Chronically Absent Declined 9.3 460 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 7.1% Chronically Absent Declined 4.9 28 Students

Conclusions based on this data:

- 12.1% of students are chronically absent. The data shows that we have three subgroups scoring in yellow, and there is a decline in absenteeism from the previous year, demonstrating growth. Our English Learners and Socioeconomically disadvantaged declined by 7.5 % and 9.2%, respectively. Our Hispanic students also are in yellow and declined by 9.3%. Our students with disabilities' improved with a decline of 9.2%. 12.8% of Hispanic students are chronically absent, while 7.1% of our White subgroup students.
- This year our wellness team has been meeting weekly to address areas of concern, academic, social emotional as well as attendance. Our attendance liaison works with our CAFE Specialist to support teachers and families when attendance matters arise. Families have attended meetings to remain informed on the impact attendance has on student achievement. As a school we also celebrate and recognize student attendance monthly.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 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.

2024 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.

2024 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

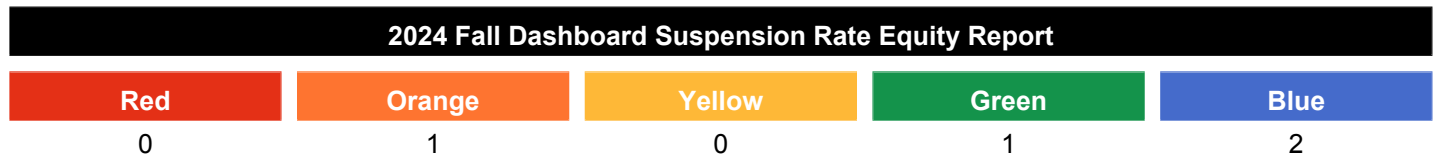
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 1% suspended at least one day Declined 0.4% 505 Students	English Learners  Blue 0.5% suspended at least one day Declined 0.4% 199 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Socioeconomically Disadvantaged  Blue 0.8% suspended at least one day Declined 1% 389 Students

Students with Disabilities  Orange 1.8% suspended at least one day Increased 0.8% 109 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Green 1.1% suspended at least one day Declined 0.4% 461 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 11 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color 0% suspended at least one day Maintained 0% 28 Students

Conclusions based on this data:

1. The data shows that there is 1 subgroup falling in the orange in suspension. In orange, we see students with disabilities, with 1.8% of students suspended.
2. All subgroups have a suspension rate scoring of 1%, which is a 0.4% decline.
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 SEL Curriculum.

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.

Based on our comprehensive needs assessment and input from our educational partners, we concluded that preparation for college and career readiness must begin 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 students who participate in Visual and Performing Arts (VAPA)	This year, 100% of our students participated in visual and performing arts instruction and integration. Teachers integrated art lessons across disciplines to celebrate social studies, science, self-expression, cultural diversity, and language acquisition. 2024-25 This year, we had over 49 students in grades 5-6 participate in our Music Program, an increase of 16 from the previous year, and 72 students in 5th and 6th grades participated in strings, an increase from the prior year. 2023-24 This year, over forty students in grades 4-6 participated in our Music Programs: 33 students participated in band class, and 31 students participated in strings. Students aged 4-6 receive violin or band instruction during school. This year, teachers have integrated the Arts into their classroom instruction. School-wide, all students participated in Visual and Performing Arts lessons and projects, which were supported by our site teachers, who were given the option to order Art Supplies for their personal class, many of whom participated in Día de Los Muertos art activities, self-portraits, or watercolors. In 2022-23, 17 students participated in band, and 20 students participated in strings. There was also a change in instructors. During this year, over 40 students in grades 4-6 participated in Music Programs. This year, we also have a teaching artist provide art instruction to all classrooms and support the classroom teacher. We had 100% participation with partners at Yolo Arts. In 2021-22, students in grades 4 receive music instruction in strings, while students in grades 5-6 participate in band instruction. This year, 9 classroom teachers received Art instruction from a teaching artist due to a grant from Yolo Arts. Teachers integrated the arts across the disciplines and served as teacher leaders for their grade-level teams.	Maintain art integration according to our standards-aligned instructional practices in all classrooms. Increase strings and band participation to 10 students and continue all students' participation in Visual and Performing Arts projects, integrated instruction, and college and career activities.
--	---	--

	Ballet Folklórico was offered to grades 1-6 students, and instruction was provided after school. Ballet Folklórico is in its second year of teaching after the pandemic. In 2022-23, 94 students signed up, and 70 students remained in our Ballet Program. This is our second year of Ballet Folklórico, and we currently have 116 students who signed up and approximately 75-80 who continue to perform. Students in Ballet performed this year at the local Cesar Chavez celebration, Woodland Community College, TANA, and school events.	
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	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. In 2022-23, 33 students were identified (5 Kinders, 9 -4th grade, and 19 -6th graders) completing the pathways for Biliteracy, and 25 students were reclassified. 2021-22 No data.	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 185 ELs; 54 are RFEPs, which are being monitored. 26 students are 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	New metric Students in grades TK-6 participate in college and 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, we hosted guest readers in every classroom for Read Across America Week to expose students to diverse genres of multicultural literature and engage students in rich dialogue about different career choices and pathways. Our guests included, but were not limited to, the Board of Trustees, City Council Members of Woodland, the Chief of Police, members of the WPD, and WFD. We hosted a Literacy Night for parents and students during the week of our schoolwide book fair. We are focusing on Literacy, Leticia Ordaz, author and guest speaker for students and families. Partners from the local Lions and Elks help support literacy on our campus by promoting reading incentives for students and teachers. Teachers also participated in Literacy activities that could be completed at home.	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.
------------------------------	---	--

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	Provide students with a well-rounded education, access to visual and performing arts, Science, Technology, Engineering, Arts, and Mathematics (STEAM), and exposure to college and career readiness opportunities. Provide resources to create opportunities for students to engage in College and Career Readiness activities. Teachers each adopted a college per class at the start of the year, teaching students about their selected university. Students will improve their awareness of various colleges and careers as they understand post-secondary educational pathways. We will continue to support students in accessing college and career readiness through AVID-like skills, college and career week, and college t-shirt Tuesdays to build a culture on campus. Provide each class an opportunity to engage students in an Art integrated lesson based on resources shared via Professional Development or resources in the weekly bulletin to staff, Yolo Arts Collaboration with the Pence Gallery, which would teach an art lesson to each class at Beamer TK-6 to create artwork based on the VAPA Standards. Students and teachers engaged in lessons that integrated visual arts and worked with oil pastels. All students in grades 4-6 will also be provided with	All students will be served by this activity with an emphasis on English learners and students with disabilities.	3129 Supplemental/Concentration 7000 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	an opportunity to take an instrumental band or strings. Students in grades TK-6 have the opportunity to join Ballet Folklorico after school. All students and teachers also participated in Dance instruction with FORXA Dance Company in grades TK-6 and will perform at this year's Kermes in May. Continue to: -Provide access to strings, band, Ballet Folklorico, Art, student interest clubs: social-emotional learning, Conflict Managers, Día de Muertos, Kermes, Assemblies, Guest Readers/Speakers for Read Across America Week, and art integration school-wide -Field trips/ Transportation -College T-shirts (college materials) -Buddy Classroom Presentations/Planning Time -Materials to support program goals -Personal Goal Setting T-shirts for students who reach their personal, measurable goals via i-Ready (achievement in reading, math, or language development) -Student Clubs on Campus (Games, Kindness, Harry Potter, Gardening, Art, Legos) -College and Career Materials -Materials and Art Supplies -Art Professional Development (Instructors) -Ballet Folklorico Instructor and maintenance of costumes -Replace or purchase Ballet Folklorico costumes and shoes -AVID Supplies 2- 6th -Achievement Medals for Monthly Assemblies to recognize attendance and achievement -Literacy Trophies for each grade level to celebrate monthly reading goals by class -STEAM for Girls (5th Grade Students Transportation) Collaboration with UC Davis -Career Day/Week -Family Math Night -Guest Authors Assembly and Literacy events		
1.2	VAPA Art Teacher 80% of VAPA Prop 28 site funds will be allocated to hire 1.0 FTE Art Teacher who 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.	All students	85845 Arts and Music in Schools
1.3	Continue to provide access to strings, band, dance, kermes, dia de los muertos, multicultural potluck and art classes	All students	4000 Title I Part A: Basic Grants Low-Income and Neglected

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.4	Provide cultural assemblies, family literacy nights with books	All students	7260 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

This year, teachers worked to analyze data in grade-level teams, along with our English Learning Specialist and Title I Intervention Teacher. Teachers were able to look at assessment data and identify areas of need for their classes, as well as identify students in low-performing subgroups, such as English Language Learners and Students with Disabilities. Teachers met after each assessment cycle to look at data and review intervention groups as a grade-level team. Each grade level worked to meet the needs of the students and taught homogeneous grade-level skills in literacy and language development. Some grade-level teams worked on math.

Teachers participated in Arts integration lessons in 2024-25; teachers had the opportunity to continue integrating art across the disciplines, another method of providing instructional and creative support for all learners. Teachers integrated art appreciation and history in units of study. Teachers also implemented the VAPA standards and collaborated on units that were integrated into units of social studies, literature, science, and ethnic studies.

Teachers participated in Arts integration lessons in 2023-24, which allowed them to continue integrating art across the disciplines, another method of providing instructional and creative support for all learners. Teachers also implemented the VAPA standards and collaborated on units that were integrated into social studies, literature, science, and ethnic studies. We are also partnering with UCD and TANA to add a new mural to our campus.

Teachers participated in lessons partnered with Yolo Farm to Fork's hands-on learning approach in our school garden. This also included a parent and community engagement event. With the support of Yolo Farm to Fork and staff, we have continued to have opportunities for teachers and students to have lessons and hands-on learning experiences in the garden.

Teachers, students, and families will have the opportunity to provide input and feedback on new projects happening at Beamer through the Cool Schools program, where an open house was hosted to provide feedback for families on upcoming projects that will help improve our school for our students and staff while remaining eco-friendly. Projects have been underway, and over forty trees and plants have been added campus-wide. Summer will bring new enhancements to our campus for students, staff, and our community to enjoy.

Students in grades 5-6 can participate in band and strings. All 4 graders participate in violin. We offer band sections two days a week and strings two days a week. Our music teachers are shared with multiple sites, which poses its challenges. Our students perform in winter and spring concerts for our community each year.

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 intervention support after school to close to 80 students in grades Kindergarten through Sixth. 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 ELS and Title I Intervention teacher this year to best support multiple tiers of support in grades Kindergarten, 1st, 2nd, and 3rd.

Last spring, in an attempt to integrate ceramics into our art instruction, our site kiln had to be repaired and relocated, which brought on an unexpected expenditure. This task was completed mid-year in collaboration with the Maintenance and Operations Department. Yolo Arts ceramicist Mark Abalgard will provide staff professional development, and a lead teacher will be selected to support kiln use on campus. This year, we also met with a local ceramicist, Linda Fitzgibbon, who plans to work with a team of teachers who work with ceramics and clay.

In partnering with Yolo Farm to Fork, we hosted a community and family engagement event, and families, students, and staff came to work on a Saturday alongside our Yolo Farm to Fork partners. This year, Beamer partnered with Yolo Farm to Fork and received a \$10,000 grant from Woodland Sprouts to help improve our school garden. We asked families to bring garden tools, wheelbarrows, and a trailer to help clean the garden beds, weeds, and rubbish. This was a day when families came and worked together to rejuvenate a garden that needed a lot of work. One expenditure that must be considered is replacing tools and maintaining raised garden boxes, paints, and garden supplies (i.e., hoses, rakes, gloves, drip lines, seeds, etc.) We also learned we would like to add an outdoor learning space in the garden, which will require some planning and collaboration with the Cool Schools Project team, as well as our UCD partnership with Patsy Eubanks Owens, Professor of Human Ecology, Associate Dean, College of Agriculture and Environmental Sciences.

This spring, the Cool Schools Foundation, along with the Yolo and Texas Tree Foundations, will plant over 100 trees and plants on our campus, including adding 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 having a site leadership team and guiding coalition, Beamer staff continues to build our professional learning community. We are looking at data more frequently, we are understanding the data and what it is showing us about our student learning, while helping determine areas where the achievement gaps are. This has been instrumental in ensuring that ELS and Title I teachers meet with site administration weekly, review data, and meet with PLC teams to share findings and support grade-level teams in navigating the data and tiered systems of support. Researchers emphasize the importance of using multiple data sources, including assessments, attendance, behavior, and student surveys, to understand student needs comprehensively.

This year, some adjustments were made to support our programs moving forward. We look forward to continuing to cultivate our relationships with community partners, local universities, and support agencies. Our intentionality in providing authentic learning opportunities for students, staff, and families is a priority. We will continue to expose students in creative and age-appropriate ways to college and careers through learning about colleges school-wide via presentations, class competitions, teachers and student presentations, having former Beamer students come and share their personal experiences with Biliteracy and higher educational pathways, and college visits and or visitors. As we move forward with a better understanding of next year's guidelines, we can look to increase the amount needed for contracts or teacher extended duty to help fund various events in the area of STEAM, Literacy, the Arts, Mondavi Center at UC Davis, Project Catalyst at UC Davis, ethnic studies, language, student leadership, parent engagement, and inclusivity.

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.

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.	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) 21-22: no data available	Beamer will move 10% of our students into the next level, high, at or above standard, for ELA and Math progressing into Yellow in ELA and green in math.
Performance Level on English Learner Progress Indicator (ELPI)	On 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	45% of English learners are progressing towards English proficiency, moving to orange

	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	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA)	In 2024, in ELA, students were 51.8 points from the standard, while 31% met or exceeded the standard. For 2023 in Language Arts, our students scored low, 31 points below standard, with 36% meeting or exceeding the standard 2022 In Language Arts, our students scored low, 31.1 points below standard, with 37% meeting or exceeding standard.	28% of students will meet or exceed standards on the ELA CAASPP
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	In 2024, our students scored low in math, 71.7 points below standard on CAASPP, a decline of almost 15 points, with 19% of students meeting or exceeding standard. 23 Math, our students scored low, 57.2 points below standard on CAASPP, with 24% of students meeting or exceeding standards. 22 Math, our students scored low, 40.1 points below standard on CAASPP, with 31% of students meeting or exceeding standards.	25% of students will meet or exceed standards on the Math CAASPP
Percentage and number of students who are chronically absent	Currently, 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.	We met the goal of reducing the percentage of students chronically absent. New goal, to reduce the percentage of students chronically absent by 3%

	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. In 2021-22, 27.9 % of students were chronically absent. 21-22: 25.9%	
Student sense of safety and school connectedness	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 In 2022-23, 80% of students feel safe and connected, according to the Healthy Kids Survey taken by 5th graders. 21-22: The Healthy Kids Survey, taken by 5th graders, shows that 80% of students feel safe and connected.	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	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%. In 2022 , 0.8% of students were suspended. In 2021 0.8% of students were suspended, and pandemic suspension rates remained low.	Maintain low suspension through social-emotional learning support, restorative practices and provide staff training to support challenging behavior.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Our 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	Data will be available, and 50% of parents will be satisfied.

	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. 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. 2022-23 no data available 2021-22 This year, we had some challenges with the California Healthy Kids Survey parent input due to virtual responses. However, every 5th-grade class had time allocated during the school day to complete it.	
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	This year, 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. 2022-23: 55% of students are making adequate progress in reading based on our iReady targets, and 55% of students are making adequate progress in Math. 21-22 35% of students are making adequate progress growth in Reading	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.

	based on our iReady targets. 24% of students are making adequate progress in Math.	
Performance Level on California Spanish Assessment (CSA)	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) 2021-22 Baseline: Mean Scale 3rd: 344.2 (range 1) 4th: 444.8 (range 1) 5th: 545.5 (range 1) 6th: 648.4 (range 1)	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	This is 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 with Project PROMESA, teachers are working in collaboration, but the goal is to have all teachers follow the PLC model of implementation and cycle of	The goal is to continue to aim for 100% of implementation and grow in the process.

	inquiry. Last year, the staff average score placed our teachers at an average of 8.5 on the implementation tool completed.	
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 establish target growth areas for professional development and coaching.	The goal is to provide coaching and teacher support by teacher leaders while we continue to grow in the learning process.
Bullying Survey	Students Sense of Safety and School Connectedness at Beamer : over 166 students and 16 staff members completed the Bullying Survey. 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 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	By the end of 2025-26 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, SAEBRS and Site Culture and Climate Survey. Alt least two out of the three student metrics (CHKS, SABERS 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 80% 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. Counselor will continue to support classroom teachers and SEL lessons through district adopted curriculum and PBIS implementation, Conflict Managers and expanded opportunities for student voice and leadership in school culture initiatives.

	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 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 2022-2023 94% 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													
Saebars	Saebars Data 2024-25 Beamer Elementary <table><tr><td>Fall</td><td>Spring</td></tr><tr><td>87% Low Risk</td><td>91% Low Risk</td></tr><tr><td>11% Some Risk</td><td>8% Some Risk</td></tr><tr><td>2% High Risk</td><td>1% High Risk</td></tr></table> 2023-24 <table><tr><td>Fall</td><td>Spring</td></tr><tr><td>86%</td><td>90% Low Risk</td></tr></table>	Fall	Spring	87% Low Risk	91% Low Risk	11% Some Risk	8% Some Risk	2% High Risk	1% High Risk	Fall	Spring	86%	90% Low Risk	By the end of 2025-26 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: Alt least two out of the three student metrics (CHKS, SABERS 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. SAEBERS results will remain at 90% or higher of students reporting that
Fall	Spring													
87% Low Risk	91% Low Risk													
11% Some Risk	8% Some Risk													
2% High Risk	1% High Risk													
Fall	Spring													
86%	90% Low Risk													

		they feel strong connectedness to school. SAEBRS results will maintain or improve to Low Risk status with 88% or more students rated as low risk.
--	--	---

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	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: -Provide copy clicks and leases -Release time for teachers to discuss assessments and plan instructional interventions -Professional Learning Community training -Elementary Teachers' Civics Summit extra duty -Fees for office support -Extra duty for noon duties to support student safety	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.	41029 Supplemental/Concentration 1400 Site Discretionary
2.2	Intervention Staff -provide support to Tier II academic areas of concern to support student achievement based on data, Professional Development for staff in the area of Social Emotional Support, along with supporting Behaviors -Meet with Admin and ELS weekly to review data and academic progress, review schedules of tiered systems of support in K-6 -PLC Planning and organization of schoolwide data in ELA, Math, and ELD • Coaching, instructional rounds, and supporting teachers with Tiered systems of support -Provide interventions for students in targeted grade levels -Release Time/extra duty for Testing (Sub Coverage)	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	53536 Title I Part A: Basic Grants Low-Income and Neglected
2.3	CABE regional conference attendance for staff (registration, extra duty and reimbursements)	All students	1529 Title I Part A: Basic Grants Low-Income and Neglected
2.4			
2.5	Provide Professional Development for staff in the area of Math	All Students	3800 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.6			

Annual Review

SPSA Year Reviewed: 2024-25

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

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 PLCs 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 teacher 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 ELS position to support teachers in data analysis and Tier II support. In collaboration with teachers, the ELS 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.

Adding 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 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.

Collaboration, planning, and progress monitoring for teachers with Specialists.

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)	Currently, 35 students are being reclassified in 2024-25. 20 % of students were reclassified in 2024-25. Currently, 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. 25 students were reclassified in 2022-23, and 7.5% were reclassified in 2022-23. 30 students were reclassified in 2020-21.	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)	Our ELPI indicator currently 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	Students continue to grow towards English proficiency to 45%

	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	
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	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 CABE 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, 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 CABE 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 CABE 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	Increase each subcomponent by 0.5 and the average in principle 1 to 3.5.

	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.	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.	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.
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%
Percentage of dually identified (English Learner and Special Education) students reclassified	This year 16 of 36 dually identified students were reclassified. There were 3 fourth graders, 5 fifth graders and 8 sixth graders. 44%	We will continue to monitor our English Learners and their progress each trimester to assure they are making progress and meet with parents, EL Specialists, Case Manager, Admin and Teacher. Increase reclassification rate to 50%.

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 targeted interventions and scaffolds, building solid	English Learners	6500 Supplemental/Concentration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	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 -Release Time for student progress monitoring/academic conferences/data analysis -Professional Development for teachers, literacy paras, and paraprofessionals -Professional Development with Project Promesa and CAFE -Looking at the EL RoadMap and working with our parents, CAFE, and Promesa Project 5-year Grant (as a Dual Immersion School, we are recipients of a Federal Grant this year)		
3.2	CAFE attendance for parents	English Learners	750 Title I Part A: Basic Grants Low-Income and Neglected 650 Title I Part A: Parent Involvement
3.3	Costs associated with ELAC such as childcare and light snacks	English Learners	402 Title I Part A: Parent Involvement
3.4	Costs associated with parent training	Provide Professional Development for parents focused Mathematics and provide resources for families	453 Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Collaborating with the CAFE Project PROMESA, our teachers have implemented the EL Roadmap and effective Key Strategies for dual language instruction. By providing teachers with feedback after quarterly instructional rounds, we hope to adjust instructional practices as the data reflects. One area of improvement we have seen all year is allowing students ample opportunities to engage in rigorous dialogue about content while implementing vocabulary through sentence frames and rigorous academic vocabulary. Teachers have worked collaboratively to create units of study with

sentence frames and graphic organizers to support student growth across the disciplines. Our teacher leaders have modeled key strategies to implement, such as Question, Signal, Stems, Share, and Assess (QSSSA) for student engagement.

One effective strategy was aligning school-wide dual immersion instructional practices, grades TK-6, with those of our sister dual immersion schools. In doing so, dual immersion instruction focused on standards-based units of study that were teacher-created to measure writing. There was more cohesion in looking at best practices, creating rubrics, and calibrating student writing samples. This year, our teachers focused on collecting data and student work samples to bring back to PLCs to discuss student progress as a team. Being intentional about our dual immersion agreements has proven effective in guiding the work.

The EL Specialist will continue participating in professional development to collaborate with teachers and monitor our English Language Learners throughout the year while maintaining high expectations for all learners with rich rigor and scaffolds in learning. Data chats have also been an area of focus in speaking to students about the current data and what it is revealing. Students can meet with maestr@s and set goals for themselves.

EL Specialists will also support staff in analyzing ELPAC data and ELPI progress monitoring multiple times a year, and include this in our inquiry cycle with all grade-level teams.

Providing time for more frequent instructional rounds will provide feedback to support the best first instruction, allow professional learning communities to discuss data and assessment outcomes, and align students' units with our dual immersion literacy goals.

Teachers who attended the Professional Development in Professional Learning Communities will be part of the Guiding Coalition and provide leadership support on our campus. Completing year two of PLCs was a learning opportunity for all teachers, and they reflected on how to set up grade-level team goals, review data more frequently, and submit grade-level team data for accountability purposes to the Guiding Coalition and site leadership in efforts to support and adjust teaching.

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 implementation of Instructional Rounds, we provided opportunities for teachers to engage in ongoing professional development, share best practices, and learn from each other's experiences. This collaborative environment can lead to changes in teaching approaches, increased teacher autonomy, and a greater sense of professional agency. This year, we had instructional rounds three times a year for teacher leaders to collect data and provide feedback to teachers. We also established release time for teachers to conduct class walkthroughs and observe other teacher leaders teaching key strategies. We saw that this was an area we wanted to improve by providing more opportunities for teachers to observe other teachers in different grade levels and on various sites to offer reflection and review in our dual immersion instructional practices. Allowing time and allocating funding in this area is an area of focus for the 2025-26 school year. This year, we also had onboarding support for new dual immersion teachers, with site support and support from our dual immersion teacher on special assignment (TOSA), Maestra Carmen Vargas.

This year, administration and EL specialists worked to support students and staff in data analysis and data chats. Research shows that data chats with elementary age students show they can be valuable for increasing student motivation and engagement, and provide teachers with insights into student learning. Data chats involve teachers having brief conversations with students, on a one-on-one basis, to discuss their performance data, as well as set short-term and long-term goals. This seemed to be a way to progress monitor throughout the year. This empowered our students to take ownership of their learning and become engaged in progressing towards personal growth and goals.

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.

Professional Development in the area of i-Ready Spanish would help staff support the levels of rigor for instruction in Spanish for our dual immersion learners. 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, 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 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 partnerships with the community and other programs that provide students with opportunities to get engaged	This year, we had opportunities to partner with guest speakers and presenters to speak with students, staff, and families, including the Early Academic Outreach Program (EAOP) from UC Davis, Beamer Parent Author Mickayla Rubalcava at Family Literacy Night, Leticia Ordaz at a school-wide assembly focussed on biliteracy, and the Davis/Woodland Bike Campaign on community safety. 2023-24 We had opportunities to have guest speakers and collaborate with local partners, guest speakers, and organizations to speak with students, staff, and parents via assemblies for students. 2022-23 We hosted assemblies focused on Diversity, inclusivity, and parent participation. 2021-22 Student engagement was based on the student council and elections. Students coordinated with the staff Advisors to coordinate spirit days and student engagement.	Encourage students to have an active leadership role on campus and learn about the role of the student council. Develop community partnerships.
Number of extracurricular and co-curricular programs offered	Expanded Learning program offered to students in TK-6, Ballet Folklorico provided for students in grades 1-6, Book Clubs, Art Club, Conflict Managers Group, Chess Club, Glasses Club, Garden Club, GATE (Gifted and Talented Education), and Legos with Littles. 2022-23 Student interest clubs were increased based on the development of the Youth Advisory Council, which included students in grades 3-6. Students met quarterly to provide feedback to the site admin and school counselor. 2021-22 Students in grades 1-6 engaged in Ballet Folklorico and participated in the ASES after-school program. Our District GATE program also provided enrichment for students identified in the STEAM area.	Increase the number of students participating in extracurricular clubs during and after school through Expanded Learning, Ballet Folklorico, GATE, or teacher-supported clubs in grades TK-6. Expand to two additional programs.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	This year, 280 students participated in a survey to provide feedback for the SPSA. Students in grades 2-6 completed the survey independently,	Increase student participation to 55%.

	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. In 2022-23, 217 students provided input into the SPSA through surveys, 42%. In 2022-21, 219 students provided feedback on the SPSA through surveys.	
Students on Youth Advisory Committee providing input to the Schoolwide Plan for Student Achievement through quarterly meetings	This year, 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. 2022-21 No data to share, as Youth Advisory is in its second year.	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.

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	Promote student voice and inquiry. It is imperative to build inquiry skills in our students so that they can be heard, provide input, and contribute to discussions related to school issues (be they academic, extracurricular, social, or engaging). Empowering students to ask questions about culture and climate and what is happening around them, seek solutions to problems, and provide input allows for cultivating student voice.	All students	10800 Supplemental/Concentration 1600 Site Discretionary

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	-Partner with local agencies to establish student and community voices centered on campus culture, such as adding a school mural and partnering with TANA and UC Davis. -Student Interest Clubs for grades 3-6 (Art, Gardening, Games, Chess, Kindness, and other interests) (pending carryover) -Partner with Yolo Farm to Fork to provide ongoing lessons and learning opportunities for students TK-6, staff, and families throughout the year while purchasing materials to support clubs on campus. Student leaders/Conflict Managers (4-6) help teach the schoolwide expectations twice a year to the student body. Students are required to wear safety vests, and this practice was well-received. Student council grades 4-6 (12-20 students meet with advisors monthly to set goals and activities for the year). Youth Advisory Council 4-6 (12-15 students meet with the site admin monthly to provide feedback on culture and climate). -Expand partnerships with our District Youth Engagement Director and community organizations to provide opportunities for students and staff to engage in leadership training/experiences, including our student council, students, and advisors Offer students a variety of opportunities to improve school readiness and connectedness through extracurricular activities, college and career exposure, and extended learning activities: -STEAM (Science, Technology, Engineering, Art, and Math) integration with Art instruction and technology: Coding for Kindergartners (pending carryover) -Schoolwide, classrooms adopt a college and continue schoolwide college studies -College visits or presentations for schoolwide grades TK-6 -Technology support for our student leaders, including digital cameras for photography, journalism, computer design, etc. -T-shirt design in the student council, Youth Advisory, and purchase of t-shirts		

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, students have opportunities to demonstrate leadership on campus through student council: elected positions, and the youth advisory council. Both bodies are responsible for providing feedback about our school culture and climate. This year, students in Youth Advisory, after reviewing the Beamer School Culture and Climate survey responses, introduced the drop boxes, which are a way for students to report bullying on campus to their classroom teachers. Classrooms on campus have a drop box for students to drop a note to their teacher should they see, hear, or suspect bullying behavior. Students can work with advisors on student interest clubs such as Harry Potter, Art, Garden, Legos, and Game Clubs. Teacher advisors commit to supporting clubs of interest and are compensated for their time. Students in grades TK-6 are informed of upcoming clubs, and some are offered during the school day, while others are offered after the school day to allow for more time and focus.

The student council has taken leadership roles in fundraising for student socials this year. Student council has also developed spirit weeks throughout the year and is responsible for posting posters campus-wide and sharing weekly. The student council is also responsible for weekly Monday morning dual-language announcements. Student council led all school-wide expectation stations and worked as leaders with an advisory to teach the school rules to the entire student body. This year, the student leaders were also selected to be Conflict Managers under the supervision of the school counselor and site administration. Conflict managers attend monthly meetings and have weekly check-ins, and have been a valuable addition to having a mentor out at recess that younger students can relate to and communicate with. Students are trained and rotate weekly to supervise and be visible during lunch recess. This year, the student council worked with their advisors to fundraise to host a student social.

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, we had to be strategic with funding resources for after-school tier two interventions. We collaborated with Expanding Minds to fund six intervention classes after school. The Expanding Minds Program (ELOP) established student-led clubs after school, which required funding allocated to assist with the success of student interest clubs after school. In reflection, working collaboratively with ELOP, we will have to be resourceful and innovative in securing time and space for clubs and providing materials for each club's success. One area to explore is providing parents with an opportunity to lead a club that is an area of interest and skill, such as knitting or sewing.

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 demonstrates that leadership activities can help develop essential skills like accountability, responsibility, and critical thinking. By encouraging our students to develop as leaders, we play a significant role in helping increase student participation and engagement in learning activities. Having designated leadership roles encourages students to take ownership of their responsibilities and learn the importance of meeting expectations and being role models for others. This is our third year of cultivating our Youth Advisory, and we hope to increase student interest and engagement in leadership roles on campus by 25%. This year, we invited Youth Advisory representatives to present at ELAC and School Site Council.

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	\$41,722
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$229,683.00
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	\$67,528.00
Title I Part A: Parent Involvement	\$1,052.00

Subtotal of additional federal funds included for this school: \$68,580.00

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	\$85,845.00
Site Discretionary	\$10,000.00
Supplemental/Concentration	\$65,258.00

Subtotal of state or local funds included for this school: \$161,103.00

Total of federal, state, and/or local funds for this school: \$229,683.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

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

Expenditures by Funding Source

Funding Source	Amount
Arts and Music in Schools	85,845.00
Site Discretionary	10,000.00
Supplemental/Concentration	65,258.00
Title I Part A: Basic Grants Low-Income and Neglected	67,528.00
Title I Part A: Parent Involvement	1,052.00

Expenditures by Budget Reference

Budget Reference	Amount
	58,865.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Arts and Music in Schools	85,845.00
	Site Discretionary	10,000.00
	Supplemental/Concentration	65,258.00
	Title I Part A: Basic Grants Low-Income and Neglected	67,528.00
	Title I Part A: Parent Involvement	1,052.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,234.00
Goal 2	101,294.00
Goal 3	8,755.00
Goal 4	12,400.00

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	Committee or Advisory Group Name
Martha Patricia Silva	English Learner Advisory Committee
Grayson vicente 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 8, 2025.

Attested:

 Principal, Hortencia Hernandez on May 8, 2025

 SSC Chairperson, Major Willis on May 08, 2025