School Year: **2021-22**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beamer Park Elementary School	57727106056444	5-19-21	June 3, 2021

Purpose and Description

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

Schoolwide Program

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

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The needs assessment was conducted in the ELAC (English Learner Advisory Committee) and SSC (School Site Council) parent meetings, along with student focus groups, 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 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

- An accelerated curriculum programs, activities, and courses necessary to provide a well rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students 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:
- school and family engagement policy

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Beamer Park Elementary School's Site Council meets at least 5 times per year, and reviews: the school's data, the progress made on goals within the School Plan for Student Achievement (SPSA), as well as participate in the needs assessment process, and develop and approve the annual School Plan.

Formal needs assessments were conducted with multiple stakeholder groups at Beamer Park Elementary including ELAC (English Learner Advisory Committee) , School Site Council, staff, and and with 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 rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

Student input was gathered through a survey focused on school culture and climate, of which 219 students responded. Student focus groups were created, with a balanced representation of student groups. Two Cohorts of students participated in the focus group process. The student cohorts were comprised of 2 -4th graders, 2 -5th graders and 2 -6th graders, the profiles of students selected reflected our school climate and included students who are English and Spanish speaking students (English Learners, English only, Redesignated) and students with disabilities. Student focus groups completed a needs assessment by reviewing survey, academic, and local data. Students identified student interventions as an area of concern. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, student focus groups met again on April 27, 2021, reviewed the School Plan for Student Achievement (SPSA), reviewed their suggestions, and provided feedback on the strategies chosen for implementation.

Additional needs assessments were conducted. On February 17, 2021   staff conducted an in depth review of SBAC and iReady students' performance data, identified Mathematics as an area of need, and proposed actions and strategies to support these needs. Areas of concern included math curriculum, standards, student understanding and or motivation, gaps in knowledge, iReady, and teacher support. The staff and leadership determined that areas for improvement are student motivation, gaps in knowledge and professional development in teacher support and understanding (math strategies for student engagement and comprehension).

Needs assessment meetings were also held with ELAC (English Language Advisory Committee) on February 25, 2021 , and with School Site Council on March 18, 2021. Both groups agree with math being an area of need, 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. Both groups were also interested in providing support to teachers in professional development on how to provide the best first instruction to all students, providing that Tier I support to all, so that there is less of a need for Tier II interventions.

ELAC and staff reviewed the SPSA on March 15, 2021, and provided additional feedback. School site council reviewed the plan on March 18, 2021, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 19, 2021.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.57%	0.39%	0.38%	3	2	2
Asian	0.57%	0.58%	0.38%	3	3	2
Filipino	%	%	0%			0
Hispanic/Latino	90.91%	90.45%	89.96%	480	464	475
Pacific Islander	%	%	0%			0
White	6.82%	7.41%	7.95%	36	38	42
Multiple/No Response	0.57%	0.58%	0.95%	3	3	2
Total Enrollment				528	513	528

Table title: Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	71	77	103
Grade 1	70	75	77
Grade 2	71	66	75
Grade3	68	69	58
Grade 4	87	66	70
Grade 5	77	87	64
Grade 6	84	73	81
Total Enrollment	528	513	528

Table title: Student Enrollment by Grade Level

Conclusions based on this data:

1. Beamer serves a predominantly Hispanic population, although the percentage has been making slow declines across 3 years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	225	223	200	42.6%	43.5%	37.9%
Fluent English Proficient (FEP)	97	89	115	18.4%	17.3%	21.8%
Reclassified Fluent English Proficient (RFEP)	44	30	50	17.3%	13.3%	22.4%

Conclusions based on this data:

1. The percentage of English Learners (EL) students reclassifying decreased by 4%, the decrease in reclassified students could be imply a need for requiring an emphasis of supports to English Learners.

2. The percentage of EL students has increased by 0.9 %.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	69	70	89	69	70	89	69	70	96.7	100	100
Grade 4	81	89	66	81	88	66	81	88	66	100	98.9	100
Grade 5	84	73	84	84	73	83	84	73	83	100	100	98.8
Grade 6	73	83	72	73	83	72	73	83	72	100	100	100
All Grades	330	314	292	327	313	291	327	313	291	99.1	99.7	99.7

Overall Participation for All Students

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2366.	2407.	2400.	7.87	14.49	14.29	13.48	20.29	20.00	28.09	31.88	30.00	50.56	33.33	35.71
Grade 4	2425.	2393.	2441.	12.35	2.27	12.12	17.28	17.05	24.24	22.22	20.45	25.76	48.15	60.23	37.88
Grade 5	2486.	2478.	2473.	11.90	19.18	7.23	27.38	20.55	27.71	36.90	23.29	37.35	23.81	36.99	27.71
Grade 6	2528.	2518.	2520.	17.81	7.23	16.67	38.36	30.12	29.17	21.92	43.37	30.56	21.92	19.28	23.61
All Grades	N/A	N/A	N/A	12.23	10.22	12.37	23.55	22.04	25.43	27.52	29.71	31.27	36.70	38.02	30.93

Overall Achievement for All Students

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	12.36	18.84	18.57	32.58	50.72	47.14	55.06	30.43	34.29
Grade 4	18.52	11.63	12.12	40.74	39.53	57.58	40.74	48.84	30.30
Grade 5	13.10	13.70	15.66	46.43	54.79	56.63	40.48	31.51	27.71
Grade 6	19.18	9.64	16.67	53.42	60.24	51.39	27.40	30.12	31.94
All Grades	15.60	13.18	15.81	42.81	51.13	53.26	41.59	35.69	30.93

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.87	11.76	10.00	37.08	48.53	55.71	55.06	39.71	34.29
Grade 4	7.41	2.35	19.70	37.04	30.59	40.91	55.56	67.06	39.39
Grade 5	23.81	20.55	9.64	52.38	42.47	60.24	23.81	36.99	30.12
Grade 6	26.03	13.41	18.06	46.58	60.98	52.78	27.40	25.61	29.17
All Grades	15.90	11.69	14.09	43.12	45.45	52.92	40.98	42.86	32.99

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	5.62	18.84	11.43	66.29	56.52	72.86	28.09	24.64	15.71
Grade 4	11.11	4.65	16.67	58.02	74.42	59.09	30.86	20.93	24.24
Grade 5	9.52	10.96	8.43	66.67	61.64	71.08	23.81	27.40	20.48
Grade 6	17.81	4.82	15.28	68.49	77.11	72.22	13.70	18.07	12.50
All Grades	10.70	9.32	12.71	64.83	68.17	69.07	24.46	22.51	18.21

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.74	17.39	12.86	47.19	55.07	40.00	46.07	27.54	47.14
Grade 4	18.52	5.81	7.58	40.74	41.86	53.03	40.74	52.33	39.39
Grade 5	21.43	24.66	12.05	54.76	45.21	51.81	23.81	30.14	36.14
Grade 6	24.66	30.12	19.44	57.53	53.01	51.39	17.81	16.87	29.17
All Grades	17.43	19.29	13.06	49.85	48.55	49.14	32.72	32.15	37.80

Conclusions based on this data:

1. As a school, we are decreasing the percentage of students that are at or above standard, while based on the overall achievement of our students, 69% nearly met the standards which is an increase of 8% from the previous year. Data driven discussions and discourse have been happening in academic conferences, which takes place three times a year. Creating action plans to support student learning gaps and providing interventions has not always been consistent or happened on a regular basis. Providing interventions on a consistent basis to students requiring Tier II supports can be beneficial.

2. Based on the overall achievement of our students, 30.93% did not meet the standards an increase of 7.09% from the previous year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	92	69	70	89	69	70	89	69	70	96.7	100	100
Grade 4	81	89	66	81	88	66	81	88	66	100	98.9	100
Grade 5	84	73	84	83	73	83	83	73	83	98.8	100	98.8
Grade 6	73	83	72	73	83	72	73	83	72	100	100	100
All Grades	330	314	292	326	313	291	326	313	291	98.8	99.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2378.	2395.	2391.	2.25	7.25	11.43	15.73	20.29	14.29	30.34	28.99	22.86	51.69	43.48	51.43
Grade 4	2438.	2412.	2457.	6.17	3.41	7.58	19.75	9.09	24.24	34.57	40.91	42.42	39.51	46.59	25.76
Grade 5	2490.	2486.	2478.	9.64	13.70	8.43	18.07	20.55	13.25	37.35	30.14	42.17	34.94	35.62	36.14
Grade 6	2509.	2502.	2492.	15.07	8.43	15.28	12.33	15.66	12.50	41.10	45.78	31.94	31.51	30.12	40.28
All Grades	N/A	N/A	N/A	7.98	7.99	10.65	16.56	15.97	15.81	35.58	37.06	35.05	39.88	38.98	38.49

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.49	18.84	15.71	35.96	27.54	25.71	59.55	53.62	58.57
Grade 4	13.58	4.60	27.27	30.86	27.59	30.30	55.56	67.82	42.42
Grade 5	20.48	24.66	13.25	39.76	31.51	37.35	39.76	43.84	49.40
Grade 6	17.81	13.25	20.83	38.36	42.17	26.39	43.84	44.58	52.78
All Grades	13.80	14.74	18.90	36.20	32.37	30.24	50.00	52.88	50.86

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.74	13.04	15.71	46.07	43.48	37.14	47.19	43.48	47.14
Grade 4	11.11	4.60	10.61	49.38	41.38	48.48	39.51	54.02	40.91
Grade 5	8.43	12.33	4.82	46.99	43.84	51.81	44.58	43.84	43.37
Grade 6	19.18	8.43	11.11	34.25	43.37	44.44	46.58	48.19	44.44
All Grades	11.04	9.29	10.31	44.48	42.95	45.70	44.48	47.76	43.99

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	5.62	14.49	12.86	49.44	43.48	41.43	44.94	42.03	45.71
Grade 4	13.58	3.45	15.15	38.27	42.53	51.52	48.15	54.02	33.33
Grade 5	10.84	13.70	7.23	49.40	47.95	53.01	39.76	38.36	39.76
Grade 6	15.07	13.25	15.28	41.10	38.55	38.89	43.84	48.19	45.83
All Grades	11.04	10.90	12.37	44.79	42.95	46.39	44.17	46.15	41.24

Conclusions based on this data:

1. Based on the overall achievement of our students, 61.51% nearly met the standard.

2. The overall achievement for all students in mathematics went down from 2017-2018. The scores for students went down in all areas of the mathematics in the 18/19 school year. The area that decreased most significantly was Problem solving & Modeling/Data Analysis 3.28%. All grade levels assessed are performing below 50% of students at or near standard. This shows 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

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1447.8	1438.3	1453.0	1445.9	1435.2	1420.3	28	43
Grade 1	1468.7	1476.8	1472.9	1480.8	1463.9	1472.2	36	25
Grade 2	1499.2	1493.7	1485.4	1475.3	1512.4	1511.4	34	27
Grade 3	1498.6	1478.4	1494.2	1465.5	1502.5	1490.7	28	26
Grade 4	1515.6	1528.3	1515.2	1533.6	1515.6	1522.5	42	19
Grade 5	1519.1	1548.1	1505.2	1548.3	1532.6	1547.5	24	36
Grade 6	1541.4	1536.8	1547.5	1529.0	1535.0	1543.9	12	22
All Grades							204	198

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	50.00	13.95	*	51.16	*	32.56	*	2.33	28	43
1	50.00	16.00	38.89	52.00	*	32.00	*	0.00	36	25
2	50.00	14.81	50.00	55.56		25.93		3.70	34	27
3	*	3.85	39.29	26.92	*	61.54	*	7.69	28	26
4	*	10.53	54.76	78.95	*	10.53	*	0.00	42	19
5	*	33.33	75.00	41.67	*	19.44		5.56	24	36
6	*	13.64	*	50.00	*	31.82		4.55	12	22
All Grades	33.82	16.16	48.04	49.49	12.75	30.81	5.39	3.54	204	198

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	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	53.57	20.93	*	48.84	*	25.58	*	4.65	28	43
1	69.44	36.00	*	48.00	*	16.00	*	0.00	36	25
2	55.88	18.52	32.35	44.44	*	25.93		11.11	34	27
3	*	11.54	46.43	38.46	*	19.23	*	30.77	28	26
4	45.24	47.37	42.86	47.37	*	5.26	*	0.00	42	19
5	*	52.78	58.33	36.11	*	11.11		0.00	24	36
6	*	27.27	*	45.45		22.73		4.55	12	22
All Grades	50.00	30.30	36.27	43.94	10.29	18.69	*	7.07	204	198

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	71.43	25.58	*	69.77	*	4.65	28	43
1	86.11	92.00	*	8.00	*	0.00	36	25
2	67.65	33.33	32.35	55.56		11.11	34	27
3	*	7.69	53.57	73.08	*	19.23	28	26
4	50.00	21.05	45.24	78.95	*	0.00	42	19
5	50.00	25.00	45.83	72.22	*	2.78	24	36
6	*	27.27	*	59.09	*	13.64	12	22
All Grades	59.31	32.32	35.29	60.61	5.39	7.07	204	198

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	20.93	57.14	69.77	*	9.30	28	43
1	47.22	4.00	52.78	84.00		12.00	36	25
2	52.94	7.41	38.24	88.89	*	3.70	34	27
3	46.43	23.08	46.43	53.85	*	23.08	28	26
4	59.52	78.95	38.10	21.05	*	0.00	42	19
5	54.17	75.00	45.83	19.44		5.56	24	36
6	91.67	31.82	*	59.09		9.09	12	22
All Grades	52.45	33.84	43.63	57.07	*	9.09	204	198

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	39.29	4.65	57.14	86.05	*	9.30	28	43
1	47.22	36.00	36.11	48.00	*	16.00	36	25
2	64.71	22.22	*	70.37	*	7.41	34	27
3	*	0.00	60.71	53.85	*	46.15	28	26
4	*	10.53	66.67	68.42	*	21.05	42	19
5	*	22.22	83.33	72.22	*	5.56	24	36
6	*	9.09	*	45.45	*	45.45	12	22
All Grades	28.92	14.65	52.45	66.16	18.63	19.19	204	198

Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	71.43	51.16	*	41.86		6.98	28	43
1	*	12.00	75.00	84.00	*	4.00	36	25
2	35.29	11.11	64.71	81.48		7.41	34	27
3	*	0.00	67.86	100.00	*	0.00	28	26
4	35.71	15.79	45.24	84.21	*	0.00	42	19
5	*	16.67	66.67	72.22		11.11	24	36
6	*	50.00	91.67	50.00		0.00	12	22
All Grades	32.84	24.24	59.80	70.71	7.35	5.05	204	198

Conclusions based on this data:

1. Based on the ELPAC (English Learner Performance Assessment for California) 49.49% of the EL students are at level 3 overall which is an increase of 1.45%. This suggests that Beamer is on track to continue current strategies to support English acquisition. Additional support in implementing integrated ELD (English Language Development) would improve the rate of acquisition.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
513	**70.2**	**43.5**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	223	43.5
Foster Youth	1	0.2
Homeless	2	0.4
Socioeconomically Disadvantaged	360	70.2
Students with Disabilities	44	8.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
Asian	3	0.6
Hispanic	464	90.4
Two or More Races	3	0.6
White	38	7.4

Conclusions based on this data:

1. Our largest student group at this school is our Hispanic students, which make up 90 % of our student population. Based on the data, over 43% of our student population is EL (English learners).

2. Based on our data, our second largest population is the socioeconomically disadvantaged group, being 70%.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Orange
Mathematics Yellow		

Conclusions based on this data:

1. The data indicates that in ELA (English Language Arts) and in Math performance went from orange to yellow, which demonstrates we made substantial progress. Strategies and activities that support ELA and math should continue from prior years.

2. Chronic Absenteeism also went from orange to yellow, which demonstrates some progress. Absenteeism strategies should continue, along with a focus on identifying specific students for individualized plans, to continue growth in this area.

3. The suspension rate indicates that 1.3% of students are suspended at least once which was a 0.6% increase. English only are orange which indicates that these students are suspended at a higher rate. For suspension, identifying specific students for individualized plans will enable staff to meet student needs.
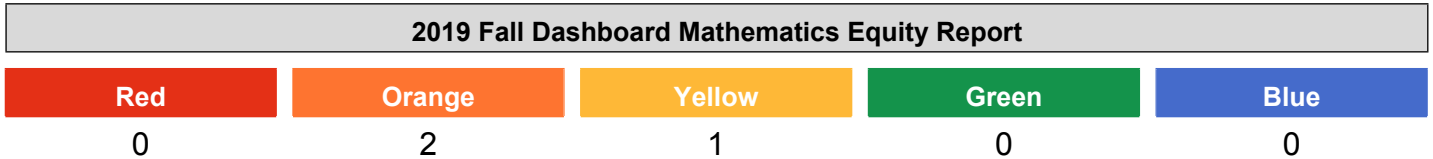
School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance — Red — Orange — Yellow — Green — Blue — Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
25.6 points below standard	53 points below standard	0 Students
Increased ++10.7 points	Increased ++6.8 points	
290	165	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
0 Students	40.4 points below standard	107.1 points below standard
	Increased ++8.9 points	Increased ++9.6 points
	217	37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
2		2	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	No Performance Color
33.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	44.9 points above standard
Increased ++11 points	1		Increased Significantly ++21.9 points
267			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
99.2 points below standard	6.2 points below standard	3.2 points above standard
Increased ++7.8 points	Declined -6.4 points	Increased ++9 points
83	82	101

Conclusions based on this data:

1. Overall, students at Beamer are at the Yellow level in ELA (English Language Arts) and increased 10 points. Students averaged 26.3 points below standard.

2. English Learners increased by 6.6 points and are at the Yellow level, yet are 53.2 points below standard. A concerted focus on improving the use of integrated ELD (English Language Development) will ensure that ELA curriculum is scaffolded to support the needs of our EL's during core instruction.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	
46 points below standard	73 points below standard	
Increased ++6 points	Maintained -1.1 points	
290	165	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Orange	No Performance Color
	61.7 points below standard	121.4 points below standard
	Maintained ++1.3 points	Declined -3.7 points
	217	37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color		No Performance Color	
Less than 11 Students - Data Not Displayed for Privacy		Less than 11 Students - Data Not Displayed for Privacy	
2		2	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color		No Performance Color
54.8 points below standard	Less than 11 Students - Data Not Displayed for Privacy		48.8 points above standard
Increased ++4.8 points	1		Increased Significantly ++38.7 points
267			17

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.4 points below standard	34.2 points below standard	11.3 points below standard
Declined -11.1 points	Maintained ++1.8 points	Increased Significantly
83	82	++17.7 points
		101

Conclusions based on this data:

1. Overall, Beamer students decreased 5.9 pts in Math and are 52 points below standard. Groups that maintained were Reclassified Fluent English Proficient (RFEP) and Socioeconomically disadvantaged (SED).

2. Students with disabilities increased 10.4 points. This group is 111 points below standard but is making substantial progress. Continued current strategies for this group of students.

3. Math instruction is an area of need for Beamer, and will need to addressed in Goal 2.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
43.8 making progress towards English language proficiency
Number of EL Students: 153
Performance Level: Low
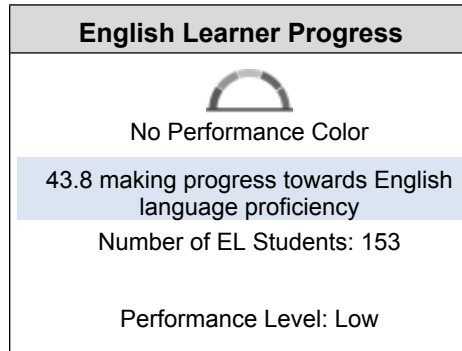
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 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
23.5	32.6	3.9	39.8

Conclusions based on this data:

1. 43.8% of Students are making progress towards English Language proficiency.

2. 36 students decreased an English Learner Progress Indicator Level (ELPI). EL monitoring meetings, which identify each of these students need to continue, as well as the development of a specific plan to address the slide.

3. Based on the data a renewed focus needs to be on our English Learner and progress monitoring.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
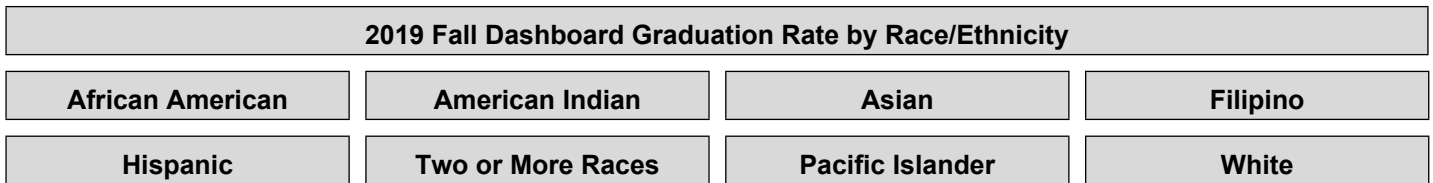## Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	0
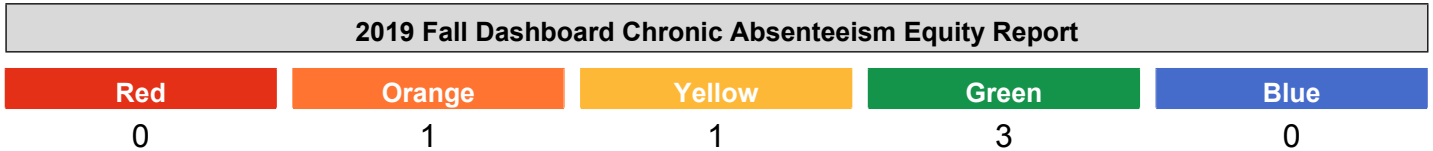
This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Green	No Performance Color
7	6.9	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Declined -2	1
516	233	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	8.2	5
2	Declined -0.7	Declined -9.3
	366	60

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
2	0	3	0
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Orange
7.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	7.9
Maintained -0.3			Increased +1.8
467	6	0	38

Conclusions based on this data:

1. 7% of students are chronically absent. The majority of subgroups are in green.

2. Our white student group exeeds the average rate for chronic absenteeism, and increased over last year. This indicates a need to examine this group specifically and identify the needs.

School and Student Performance Data

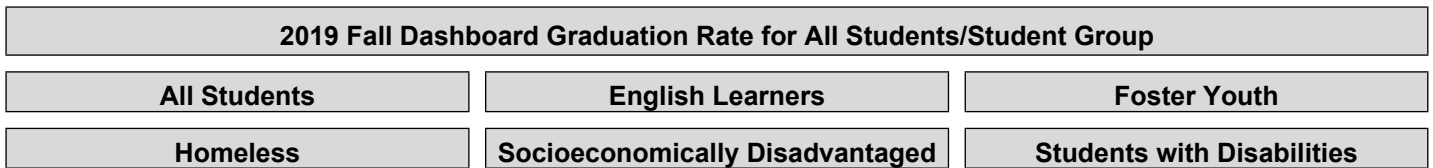## Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 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 or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

1.
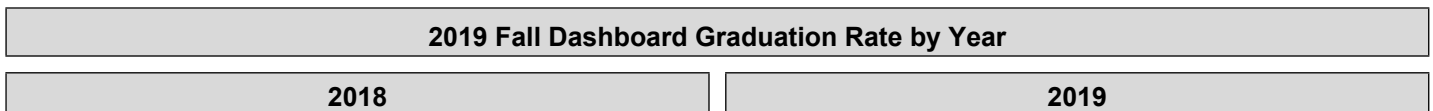
School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	1
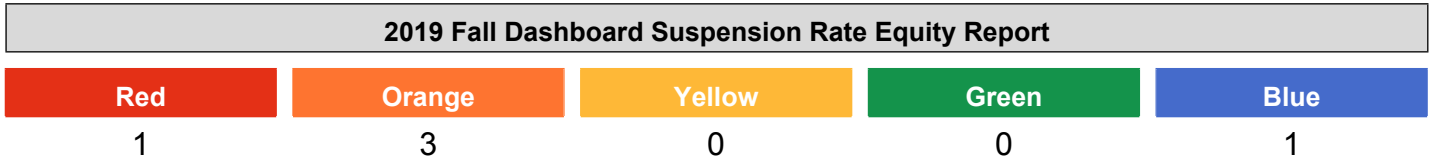
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
1.3	2.1	Less than 11 Students - Data not displayed for privacy
Increased +0.6	Increased +1.3	
521	236	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Red
Data not displayed for privacy	1.4	8.3
	Increased +0.6	Increased +8.3
	370	60

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students -Data not displayed for privacy		No Performance Color Less than 11 Students -Data not displayed for privacy	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.5 Increased +0.9 472	No Performance Color Less than 11 Students - Data not displayed for privacy		Blue 0 Declined -2.9 38

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	1.3

Conclusions based on this data:

1. The suspension rate for students with disabilities (SWD) declined, 4.3% moving into the Blue level.

2. White students have a suspension rate of 2.9%, increasing by .3%.

3. EL students are in the orange category, with an increase of 1.3%. Moving forward, Beamer should socio-emotional curriculum and de-escalation to improve outcomes for students.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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.

Goal 1

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

Based on our comprehensive needs assessment, and input from our stakeholders, we concluded that preparation for college and career readiness must begin in elementary school, as well as continue to offer VAPA.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA).	Students in grades 4-6 receive violin or band instruction during the school day. This year we had close to forty students in grades 4-6 participate in our Music Programs, 17 students participated in virtual band class and 20 students participated in virtual strings. Music was also taught via push in to our primary grades this year by our band teacher, which served K-2 classes. This year teachers have integrated the Arts into their classroom instruction. School wide, all students participated in VAPA art projects which were supported by our site teachers, who were given the option to order Art Supplies deemed necessary for Dia de Los Muertos art activities. This year, we hosted a school wide, virtual Art Night for students and their families. College and Career Readiness team works to creates slides/ power points to teach awareness of post secondary educational pathways.	Increase strings and band participation to 50 students, continue all students participating in VAPA projects, and college and career day.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of Pathway awards for Bilteracy (Dual Immersion schools only).	0- program criteria to be determined	All students will finish elementary school with a Pathway award.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students will be served by this activity with an emphasis on English learners and students with disabilities.

Strategy/Activity

Provide students a well rounded education with access to visual and performing arts, and with exposure to a variety of college and career options.

Provide resources to create videos or power points for College and Career options. Provide instructional time to teach a college a month, school wide, each month. Students will improve their awareness of various colleges and different careers as they gain an understanding of post secondary educational pathways. Allow opportunities for students to prepare class presentations for their peers and "buddy classrooms" to learn more about various universities, trade schools and professions. A focus will include research on various careers in specific fields (Medical: doctor, nurse, radiology technician etc. vs. just doctor) and understanding the pathways to obtain such careers. Students in grades 4-6 will have opportunities to have guest speakers from a number of colleges, universities and or trade schools with the hopes that the opportunity to visit such campuses will also allow themselves. Students will also have access to visual and performing arts

through a variety of instructional opportunities and our afterschool program(s). We will continue to provide support for students to have access to college and career readiness through AVID (Advancement Via Individual Determination)-like skills and college t-shirt Tuesdays:

- Provide access to strings, band, Balet Folklorico, dance, kermes, dia de los muertos, multicultural potluck and art integration school wide, and art classes
- Field trips/ Transportation
- College T-Shirts (college materials pencils, lanyards, etc)
- Read Across America Activities
- Buddy Classroom Presentations/Planning Time
- Sixth grade camp transportation
- Materials to support program goals

Provide each class an opportunity to have docents or members from the community come in and teach at least 2 directed art lesson to each class. All students in grades 4-6 will also be provided with an opportunity to take an instrumental band or strings. Students will also be able to resume Balet Folklorico through our afterschool program.
Planning Time
College and Career Materials
Materials and Art Supplies
Extended Duty
Art Docents
Balet Folklorico Instructor

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10500	Supplemental/Concentration
3500	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2020-21

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

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

Implementing some things were more difficult than others, due to the pandemic, we were able to have studetns have a great level of exposure to college campuses virtually. Each month, our students learned about a college school wide and we continued to implement College T-Shirt Tuesdays, school wide. Each month, our teachers are sharing a power point presentation with

students teaching about a college campus. I believe this has been a great way to create opportunities for our students and families to build an awareness to various colleges, some locally. We were able to introduce community colleges and pathways to trades and professions such as culinary arts, automotive trade and electrician. Every student has an opportunity to participate in monthly trivia to have their name placed in college t-shirt trivia. Each month one student per grade is selected to win a college t-shirt. Unfortunately due to the pandemic we did not host ballet foklorico this year. Although we did not bring the Art Ark from the Crocker Museum this year, we did collaborate with Mondavi Center and had several presentations on multicultural dance and musical performances which were shared school wide, as well as with families in the evenings. Many of our teachers also did direct art lessons with students on a regular basis, with the support of the Crocker Art Museum, virtual lessons were key this year, along with YouTube. This year 17 students in grades 4-6 participated in band and 20 students participated in our violin classes.

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

The major implications for not meeting our expenditures came down to being in a pandemic. We did not use funds for ballet foklorico instructor due to COVID 19 and instruction not being able to be virtual. We did alot more money to be allocated for Arts integration, family Art Night, as well as a Family Yoga Night to assist with family engagement, healthy choices and physical activity. We have allotted more money for college and career readiness in the area of college t-shirts for students. We did not use Square One Art this year because they were unable to support us at this time, however we did have teachers host Art Night school wide for our students and 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.

Due to what we experienced this year, we have made some adjustments. We look forward to continuing with a college and career study each month, with student presentations. We have allocated funding for VAPA (Visual and Performing Arts) (Art Ark from the Crocker Museum) and College and Career Readiness. As we move forward with a better understanding of next years guidelines, we can look to increase the amount needed for contracts or teacher extended duty to help fun various events in the area of arts, culture, student leadership 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.

LEA/LCAP Goal

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.

Goal 2

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

Through our comprehensive needs assessment and deep data dive, demonstrated needs in mathematics, language arts, and language development were identified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator.	For the 2019 Dashboard, Beamer is yellow, below standard for ELA and yellow, below standard, for Math.	Beamer will be green, at or above standard, for ELA and Math.
Performance level on English Learner Progress Indicator	43.8% of English learners are making progress towards English proficiency, putting Beamer in the low progress band.	45% of English learners are making progress towards English proficiency, putting Beamer in the medium progress band.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA)	37.8% of students met or exceeded standards on the 2019 SBAC	45% of students will meet or exceed standards on the ELA SBAC
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) Math.	26.46% of students met or exceeded standards on the 2019 SBAC	35% of students will meet or exceed standards on the math SBAC
Number of students who are chronically absent	7% or 36 students were chronically absent on the 2019 CA school Dashboard	Reduce the percentage of students chronically absent to less than 5% of students, or 25 students
Student sense of safety and school connectedness	80% of the students surveyed feel safe and connected as	Our goal is to increase the number of students who feel safe and connected by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	measured by the Healthy Kids Survey.	continuing to implement our PBIS (Positive Behavior Intervention and Support)program, work on restorative practices, fostering authentic relationship building to 90% and include student voice by creating leadership roles and opportunities through student council.
Suspension rate	1.3% of students were suspended at least once, according to the 2019 school dashboard	Reduce suspension rate to less than 1% of students
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Data not available due to low participation	50% of parents report high satisfaction
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	55% of students are making adequate progress growth in Reading based on our iReady targets. 55% of students are making adequate progress in Math.	60% of students will be making adequate progress growth in Reading based on our iReady targets. 60% of students will be making adequate progress in Math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, with a focus on improving the academic outcomes for English learners.

Strategy/Activity

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:
- Professional Development for staff
- Collaboration
- Title I Teacher 50%, Intervention and supplies (hours per grade level)
- PBIS(Positive Behavior Intervention and Support), Conflict Managers, Student Council, Clubs (Ex. STEAM)
- SEL (Social Emotional Learning) Support, Restorative Practices, Supports for teachers (literature, calm down corner/box materials)
- Work on Attendance Recognition (Positive)
- Renaissance Program
- Brain Pop
- Padlet

- Additional Library Time for student access - extra duty

- AR (Accelerated Reader) incentives
- Materials and supplies to support instruction
- Release Time/extra duty for Testing
- Academic Conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
43239	Title I Part A: Basic Grants Low-Income and Neglected
52528	Supplemental/Concentration

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Throughout the year teachers have been collaborating in grade level teams for academic conferencing and lesson planning. Maestras have been working to identify and provide small group instruction to students during their virtual day. Intervention began in the Winter after our first round of district assessments and academic conferences. Teachers and students have had access to all supplies necessary for their virtual and in person instruction, from student and teacher materials, texts and technology we have made all readily available and accessible to be sure to remain equitable. New books have been purchased for all students TK-6 grades from Scholastic to focus on Social Emotional Learning and literacy. Grab and Go kits also came with a parent guide to support parent involvement and education, and books were purchased for all students to remain in their home and support with reading at their level.

Teachers also attended training on Social Emotional Learning supports and worked in collaboration with our school counselor to provide Social Emotional Learning lessons to classes, school wide. Teachers implemented daily Social Emotional Learning class meetings with student check ins. This year we also wanted to focus on Positive Based Instructional Supports (PBIS) rewards school wide, however it did not look as it had in years past and was monitored by individual teachers.

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

The major implications of not meeting our expenditures this year came down to being a global pandemic. The biggest difference comes in our school wide PBIS program and implementation of our Beamer Bucks store and Balet Folklorico program this year. We could not fully implement either of these programs school wide, due to the pandemic and social distance.

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

We will be focusing on our goals to include
PBIS (Positive Behavior Intervention and Support)
SEL (Social Emotional Learning)/Culture and Climate
Academic-Interventions/Enrichments
Title 50% position to support math and English language arts (ELA) instruction
We will be looking at focusing on our academic needs and instructional practices, not solely in Math but in ELA as well. We feel that we can continue with fostering our student centered culture and climate/PBIS/SEL and dual immersion work with the support of our professional development opportunities with the District support, Yolo County of Education and California Association of Bilingual Education (CABE).
Grade level collaboration time
Professional Learning Opportunities
Materials and Supplies to support differentiation with an emphasis on English Language Learners and students with disabilities
Substitutes
Release time
Intervention Instructors
Para Professionals to support differentiation and intervention

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

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

Identified Need

Collaboration for planning and progress monitoring for teachers with Specialists

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	21.8% of students were reclassified in 2019-2020	We shall increase the percentage of students reclassified by 3%, resulting in a rate of 24% of students being reclassified.
English Learner Progress Indicator	The Dashboard reflects 43.8% of English Learners are making progress towards reclassification.	Students continue to make growth towards English proficiency to 45%.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	3.5 Languages and cultures are assets 2.5 No single Eglish Learner profile 3.5 School climate is affirming, inclusive, safe 3.0 Strong family and school partnerships 2.0 Supporting English Learners with disabilities Average 2.9	Increase each sub component by .5, and the average in principle to 3.5.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English learners

Strategy/Activity

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and rigorous instruction. Increase performance of the English Language Learners in ELA and Math through implementing targeted interventions and scaffolds, building strong relationships with students, families and engaging in close monitoring of student progress and English Learner Progress monitoring.
Intervention Instructor(s)
Release Time for student progress monitoring/data analysis
Professional Development
Materials and Supplies for interventions and support for English Language Learners
Academic Conferences
Supplemental Materials
Translations
Parent Education (resources)
- Professional Development in looking at English Learner Roadmap and integration of English Language Development & Essential Standards
- Costs associated with ELAC and parent trainings/conferences

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,149.00	Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

I think we did a great job in this and of monitoring our English Language Learners, as we were intentional about monitoring our academic progress of our English Language Learners as well as areas of growth or academic concern. As grade level teams, we worked to identify students and create action plans and monitored students closely. We also used site funds to purchase books for our students school wide, with a Social Emotional Learning focus. We wanted students to have materials to read at home with their parents to encourage and foster of love of literacy.

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

The major implications of not meeting our expenditures came down to being in a global pandemic and unable to employ Variable Service Agreements (VSA) that were posted during the 2020-21 school year.

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

We will be continuing our work moving forward. We will continue to make sure when providing interventions to all students, we monitor progress of all students, make sure we follow our Student Success Team process and document students and the services they received.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 4

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

Identified Need

Student engagement opportunities need to be increased, with a focus on authentic opportunities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	Provided opportunities to have guest speakers, collaboration with local organizations to speak with students via assemblies or guest speakers.	Encourage students to have an active leadership role on campus and learn about the role of student council. Develop 2 community partnerships.
Number of extracurricular programs offered	ASES(After School Enrichment and Safety) program offered.	Increase the number of students who participate and engage in extracurricular clubs afterschool through ASES or teacher support. Expand to two additional programs.
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	219 students provided input into the SPSA through surveys, 41%.	Increase student participation to 50%
Number of students by representative demographic providing input to the Schoolwide Plan for Student Achievement through focus groups	18 students provided focus group feedback: 9 male students, 9 female students. 2 English learner students, 2 special education students, and 2 English only/RFEP students.	Increase students participating in focus groups to 24, increase representation of English learner students to 8 students, matching the demographics of the school.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Promoting student voice and inquiry. It is imperative to build inquiry skills in our students in order to be heard, provide input and contribute to discussions related to school issues (be they academic, extra curricular, social and engaging). Empowering students to ask questions about culture and climate, that which is going on around them, and seek out solutions to problems and provide input to allow for cultivating student voice.

- Student Interest Clubs for grade 4-6
- Student council grades 4-6
- Student Advisory Council 4-6 (meet with site admin) each trimester
- Expand partnerships with community organizations to provide opportunities for students to egnage in leadership training/experiences

Offer students a variety of opportunities to improve school readiness and connectedness through extracurricular activities, college and career exposure and extended learning activities:
- afterschool clubs for students to experience activities in the area of STEAM (Science, Technology, Engineering, Art and Math)
- afterschool clubs centered on languages
- school wide classroom adopt a college and continue monthly college studies
- college visits for grades 5-6
- continue AVID (Advancement Via Individual Determination) like skills and organizational supports (school wide)
- technology supports to continue to offer students access to college and career web-based exploration

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$47,888
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$110,916.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	$46,739.00
Title I Part A: Parent Involvement	$1,149.00

Subtotal of additional federal funds included for this school: $47,888.00

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 ($)
Supplemental/Concentration	$63,028.00

Subtotal of state or local funds included for this school: $63,028.00

Total of federal, state, and/or local funds for this school: $110,916.00

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

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hortencia Hernandez	Principal
Lucia Pantoja	Classroom Teacher
Teresa Morales	Classroom Teacher
Zonia Salazar	Classroom Teacher
Teresa Sanchez	Other School Staff
Leanna Reynolds	Parent or Community Member
Bibiana B. Garcia	Parent or Community Member
Clara Olmedo	Parent or Community Member
Caroline Thompson	Parent or Community Member
Susana Brambila	Parent or Community Member

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
Clear	☐ State Compensatory Education Advisory Committee
Clear	☑ English Learner Advisory Committee
Clear	☐ Special Education Advisory Committee
Clear	☐ Gifted and Talented Education Program Advisory Committee
Clear	☐ District/School Liaison Team for schools in Program Improvement
Clear	☐ Compensatory Education Advisory Committee
Clear	☐ Departmental Advisory Committee
Clear	☐ Other:

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 19, 2021

Attested:

Clear	Principal, Hortencia Hernandez on 05/19/2021
Clear	SSC Chairperson, Teresa Sanchez on 05/19/2021