

School Year: **2023-24**

# 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	May 11, 2023	May 25, 2023

## 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 and SSC 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 standard 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 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:  
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 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 English Learner Advisory Committee, School Site Council, staff, 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

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 the direction our student interest clubs were designed this year, as well as leadership opportunities for students. From this cohort, a Student Advisory Council was created to meet with the site administrator quarterly throughout the year. The Student Advisory council meets at a minimum, 4 times a year to provide input on academic, social and local data. Our Student Advisory Council is composed of four 4th graders, four 5th graders and four 6th graders, the profiles of students selected reflected our school climate and included students who are English and Spanish speaking students, newcomers and students with disabilities. Student Advisory Council completed a needs assessment by reviewing and having a conversation with the site administrator regarding academic and local data. Students identified student interventions as an area of concern along with Social Activities and Social Emotional Needs were identified as a concern for student engagement. Students then provided an analysis of causes, and collaborated to provide recommendations to improve outcomes for students. As a follow up, Student Advisory met on April 17, 2023, to review the School Plan for Student Achievement, review their suggestions for student clubs, and provide feedback on the strategies to help with improvement and implementation.

Students were also able to participate in SAEBRS self-assessment for social emotional needs, to help determine which Tier II supports are needed on campus. Students in grades 3-6 also participated in the Bullying Intervention Survey which was conducted on May 1, 2023.

Needs assessment meetings were also held with English Language Advisory Committee on February 25, 2023, and with the School Site Council on May 4, 2023. Both groups agree with the achievement gaps post COVID, we need to focus on tiered interventions of support, academically as well as social emotionally. These are areas of concern shared by educational partners as well as staff. Another area of need would be interventions and ample 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 14 interventions that have happened as a result of reviewing the data. 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. In collaborating this year with CABE and Project Promesa our teachers are receiving targeted professional development in the best first instruction and using the Guiding Principles for Dual Instruction. There is also a parent component, as we have worked hard to support our families and community.

The English Language Advisory Committee and staff reviewed the School Plan for Student Achievement on March 25, 2023, and provided additional feedback. School site council reviewed the plan on May 11, 2023, considered recommendations and feedback from all groups, and finalized/approved the SPSA on May 04, 2023.

## 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 Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	%	%	0.2%			1
Asian	0.4%	0.20%	0.2%	2	1	1
Filipino	%	%	0%			0
Hispanic/Latino	90.7%	92.32%	91.76%	450	457	468
Pacific Islander	%	%	0%			0
White	7.5%	5.86%	4.9%	37	29	25
Multiple/No Response	1.2%	1.01%	1.76%	6	5	9
	<b>Total Enrollment</b>			496	495	510

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	102	104
Grade 1	69	74	76
Grade 2	69	64	73
Grade3	68	62	66
Grade 4	59	70	64
Grade 5	70	57	69
Grade 6	63	66	58
<b>Total Enrollment</b>	496	495	510

### Conclusions based on this data:

1. Beamer serves a predominantly Hispanic population, although the percentage has been making slow declines across 3 years, we are currently reviewing enrollment applications weekly and hosting parent meetings for new incoming families.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	175	204	214	35.30%	41.2%	42.0%
Fluent English Proficient (FEP)	88	74	85	17.70%	14.9%	16.7%
Reclassified Fluent English Proficient (RFEP)	15			8.6%		

### Conclusions based on this data:

1. The percentage of EL students has increased by 0.8 % remaining fairly stable.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	64		0	63		0	63		0.0	98.4	
Grade 4	58	72		0	69		0	68		0.0	95.8	
Grade 5	71	58		0	58		0	58		0.0	100.0	
Grade 6	63	65		0	65		0	65		0.0	100.0	
All Grades	261	259		0	255		0	254		0.0	98.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2387.			9.52			22.22			25.40			42.86	
Grade 4		2442.			14.71			29.41			20.59			35.29	
Grade 5		2480.			12.07			25.86			29.31			32.76	
Grade 6		2509.			12.31			21.54			41.54			24.62	
All Grades	N/A	N/A	N/A		12.20			24.80			29.13			33.86	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.70			61.90			25.40	
Grade 4		8.82			72.06			19.12	
Grade 5		13.79			68.97			17.24	
Grade 6		15.38			56.92			27.69	
All Grades		12.60			64.96			22.44	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35			60.32			33.33	
Grade 4		10.29			54.41			35.29	
Grade 5		12.07			56.90			31.03	
Grade 6		12.31			61.54			26.15	
All Grades		10.24			58.27			31.50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35			74.60			19.05	
Grade 4		11.76			67.65			20.59	
Grade 5		10.34			75.86			13.79	
Grade 6		10.77			75.38			13.85	
All Grades		9.84			73.23			16.93	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35			63.49			30.16	
Grade 4		14.71			66.18			19.12	
Grade 5		12.07			67.24			20.69	
Grade 6		10.77			72.31			16.92	
All Grades		11.02			67.32			21.65	

**Conclusions based on this data:**

- As a school, we are working to improve best first instructional practices, Tier I support for all learners. Currently our students are demonstrating areas of needs in academic areas as well as social emotional support, post the pandemic. Our students in English Language Arts are making slow progress. When looking at overall student groups, our English Language Learners are performing 49 points below standard, however when compared to statewide results, we are performing 12.2 points higher than the average. 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 early targeted interventions. We had 66% of our staff offer some form of Tier II support to our students outside of the school day. Data driven discussions and discourse have been happening in academic conferences, which takes place two times a year. Creating action plans to support student learning gaps and providing interventions are as a result of 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.
- 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 standard overall. One area of focus is also working to support learning, since math is taught in Spanish in the primary grades and in English in the intermediate grades. Securing that the Tier I instruction includes visuals, manipulatives and use of dual immersion support, we expect

this to support growth in the area of mathematics school wide. Also offering Tier II interventions in the area of Mathematics, academic vocabulary and Spanish support as needed.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	69	64		0	64		0	64		0.0	100.0	
Grade 4	58	72		0	71		0	71		0.0	98.6	
Grade 5	71	58		0	58		0	58		0.0	100.0	
Grade 6	63	65		0	65		0	65		0.0	100.0	
All Grades	261	259		0	258		0	258		0.0	99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2395.			3.13			31.25			25.00			40.63	
Grade 4		2445.			12.68			19.72			36.62			30.99	
Grade 5		2468.			6.90			20.69			29.31			43.10	
Grade 6		2504.			9.23			20.00			30.77			40.00	
All Grades	N/A	N/A	N/A		8.14			22.87			30.62			38.37	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.81			50.00			42.19	
Grade 4		19.72			47.89			32.39	
Grade 5		5.17			50.00			44.83	
Grade 6		12.31			50.77			36.92	
All Grades		11.63			49.61			38.76	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.94			50.00			39.06	
Grade 4		7.04			59.15			33.80	
Grade 5		6.90			60.34			32.76	
Grade 6		9.23			60.00			30.77	
All Grades		8.53			57.36			34.11	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38			62.50			28.13	
Grade 4		8.45			60.56			30.99	
Grade 5		8.62			60.34			31.03	
Grade 6		12.31			56.92			30.77	
All Grades		9.69			60.08			30.23	

**Conclusions based on this data:**

1. Based on the overall achievement of our students, 59% nearly met the standard.
2. The overall achievement for all students in mathematics went down from 2018-19. The scores for students went down in all areas of mathematics in the 18/19 school year. 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1408.3	1411.5		1432.8	1430.0		1351.0	1368.4		44	47	
<b>1</b>	1430.7	1449.8		1461.6	1479.6		1399.4	1419.6		32	32	
<b>2</b>	1475.8	1467.4		1487.0	1494.7		1464.1	1439.7		36	32	
<b>3</b>	1511.1	1485.5		1517.5	1488.0		1504.1	1482.4		19	32	
<b>4</b>	1484.4	1529.3		1485.3	1533.2		1483.0	1524.8		24	12	
<b>5</b>	1527.0	1554.3		1519.2	1547.5		1534.5	1560.5		24	22	
<b>6</b>	1537.9	1550.4		1541.2	1554.8		1534.3	1545.4		18	19	
<b>All Grades</b>										197	196	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	6.82	8.51		31.82	38.30		43.18	36.17		18.18	17.02		44	47	
<b>1</b>	3.13	6.25		28.13	43.75		34.38	28.13		34.38	21.88		32	32	
<b>2</b>	11.11	12.50		52.78	40.63		19.44	31.25		16.67	15.63		36	32	
<b>3</b>	26.32	15.63		42.11	40.63		26.32	21.88		5.26	21.88		19	32	
<b>4</b>	4.17	33.33		29.17	41.67		45.83	25.00		20.83	0.00		24	12	
<b>5</b>	20.83	40.91		45.83	45.45		29.17	9.09		4.17	4.55		24	22	
<b>6</b>	22.22	31.58		50.00	47.37		16.67	21.05		11.11	0.00		18	19	
<b>All Grades</b>	11.68	17.35		39.09	41.84		31.98	26.53		17.26	14.29		197	196	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.36	25.53		54.55	29.79		18.18	29.79		15.91	14.89		44	47	
<b>1</b>	25.00	34.38		34.38	40.63		34.38	25.00		6.25	0.00		32	32	
<b>2</b>	36.11	40.63		44.44	40.63		8.33	15.63		11.11	3.13		36	32	
<b>3</b>	57.89	28.13		31.58	43.75		5.26	12.50		5.26	15.63		19	32	
<b>4</b>	8.33	58.33		58.33	41.67		20.83	0.00		12.50	0.00		24	12	
<b>5</b>	37.50	59.09		58.33	27.27		4.17	9.09		0.00	4.55		24	22	
<b>6</b>	33.33	68.42		44.44	21.05		16.67	10.53		5.56	0.00		18	19	
<b>All Grades</b>	27.41	39.80		47.21	35.20		16.24	17.86		9.14	7.14		197	196	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.45	28.26		68.18	58.70		11.36	13.04		44	46	
<b>1</b>	28.13	50.00		71.88	50.00		0.00	0.00		32	32	
<b>2</b>	36.11	37.50		55.56	56.25		8.33	6.25		36	32	
<b>3</b>	36.84	40.63		57.89	43.75		5.26	15.63		19	32	
<b>4</b>	33.33	83.33		54.17	16.67		12.50	0.00		24	12	
<b>5</b>	25.00	22.73		70.83	63.64		4.17	13.64		24	22	
<b>6</b>	27.78	21.05		61.11	68.42		11.11	10.53		18	19	
<b>All Grades</b>	28.93	37.44		63.45	53.33		7.61	9.23		197	195	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	13.64	14.89		65.91	61.70		20.45	23.40		44	47	
<b>1</b>	12.50	9.38		71.88	84.38		15.63	6.25		32	32	
<b>2</b>	33.33	43.75		61.11	53.13		5.56	3.13		36	32	
<b>3</b>	57.89	50.00		42.11	31.25		0.00	18.75		19	32	
<b>4</b>	29.17	41.67		54.17	58.33		16.67	0.00		24	12	
<b>5</b>	58.33	81.82		41.67	13.64		0.00	4.55		24	22	
<b>6</b>	66.67	68.42		27.78	31.58		5.56	0.00		18	19	
<b>All Grades</b>	33.50	38.78		55.84	50.51		10.66	10.71		197	196	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	4.35		63.64	67.39		36.36	28.26		44	46	
<b>1</b>	15.63	15.63		18.75	21.88		65.63	62.50		32	32	
<b>2</b>	30.56	3.13		41.67	53.13		27.78	43.75		36	32	
<b>3</b>	10.53	6.25		63.16	40.63		26.32	53.13		19	32	
<b>4</b>	0.00	0.00		62.50	75.00		37.50	25.00		24	12	
<b>5</b>	20.83	22.73		58.33	63.64		20.83	13.64		24	22	
<b>6</b>	11.11	10.53		44.44	47.37		44.44	42.11		18	19	
<b>All Grades</b>	12.69	8.72		49.75	51.28		37.56	40.00		197	195	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	15.91	8.51		27.27	55.32		56.82	36.17		44	47	
<b>1</b>	0.00	3.13		46.88	65.63		53.13	31.25		32	32	
<b>2</b>	8.33	12.50		58.33	62.50		33.33	25.00		36	32	
<b>3</b>	31.58	12.50		57.89	75.00		10.53	12.50		19	32	
<b>4</b>	0.00	8.33		62.50	75.00		37.50	16.67		24	12	
<b>5</b>	20.83	40.91		62.50	59.09		16.67	0.00		24	22	
<b>6</b>	22.22	26.32		77.78	73.68		0.00	0.00		18	19	
<b>All Grades</b>	12.69	14.29		52.28	64.80		35.03	20.92		197	196	

**Conclusions based on this data:**

1. Based on the ELPAC (English Learner Performance Assessment for California) 38.30% of the EL students are at level 3 overall which is a decrease. This suggests that Beamer should continue current strategies to support English acquisition, and explore strategies that support English learners during first instruction. Additional support in implementing integrated ELD (English Language Development) would improve the rate of language acquisition and proficiency.

# School and Student Performance Data

## Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>495</b>	<b>69.9</b>	<b>41.2</b>	<b>0.2</b>
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	204	41.2
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	346	69.9
Students with Disabilities	60	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian	1	0.2
Filipino		
Hispanic	457	92.3
Two or More Races	5	1.0
Pacific Islander		
White	29	5.9

**Conclusions based on this data:**

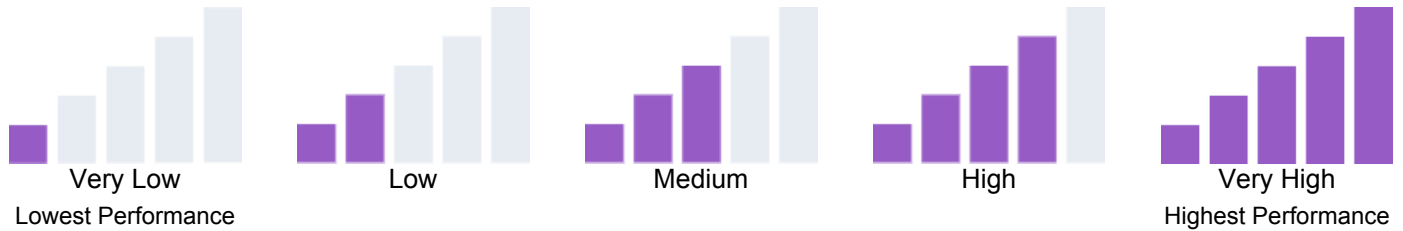
1. Our largest student group at this school is our Hispanic students, which make up 92.3% of our student population.
2. Based on our data, our second largest population is the socioeconomically disadvantaged group, being 69.9% followed by our English Language Learner Population at 41.2%.

# School and Student Performance Data

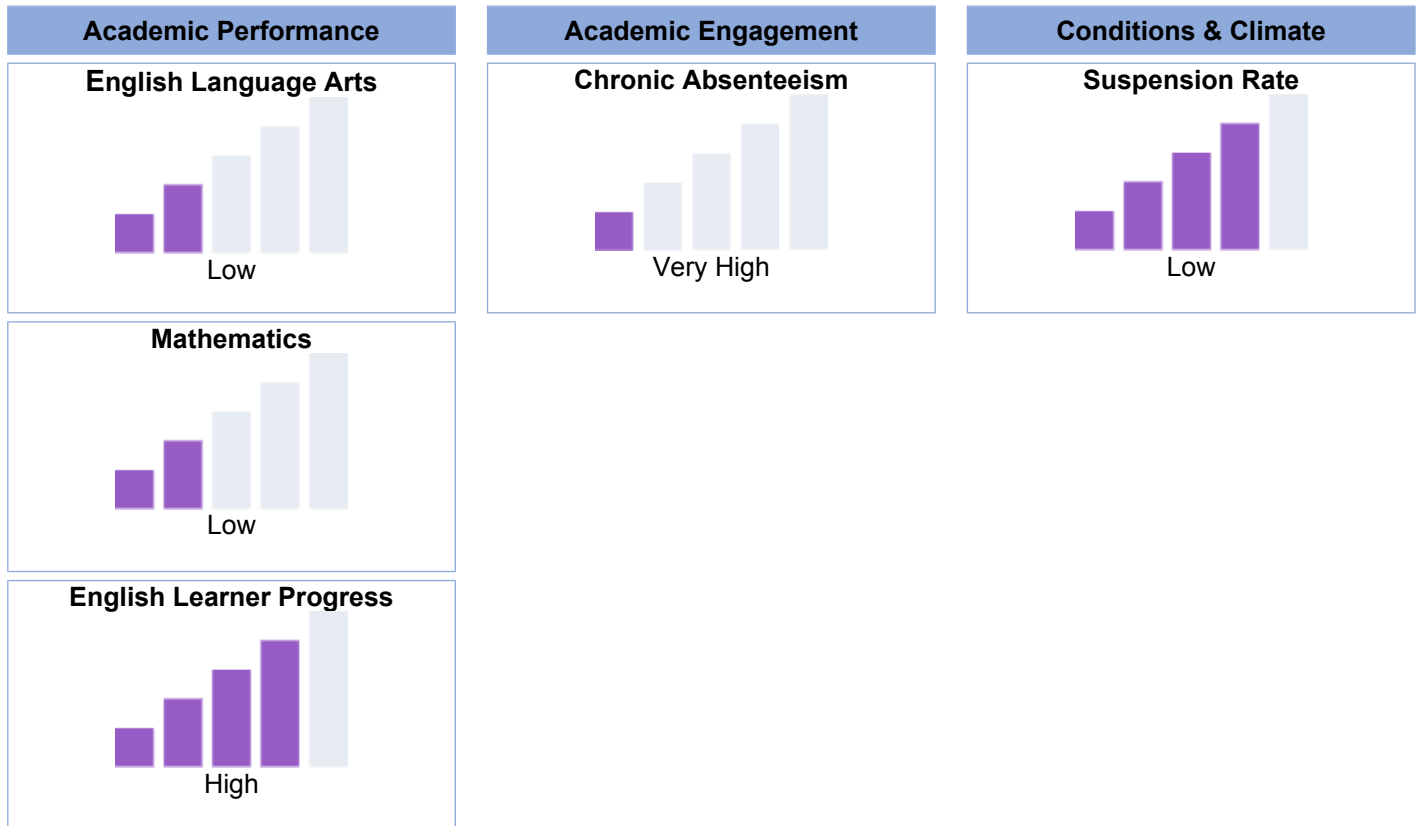
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

- The data indicates that in ELA (English Language Arts) and in Math performance we made substantial progress, despite overall performance being low. Strategies and activities that support ELA and math include providing early interventions to students, while monitoring current iReady data regularly and offering Tier II supports during the school day.



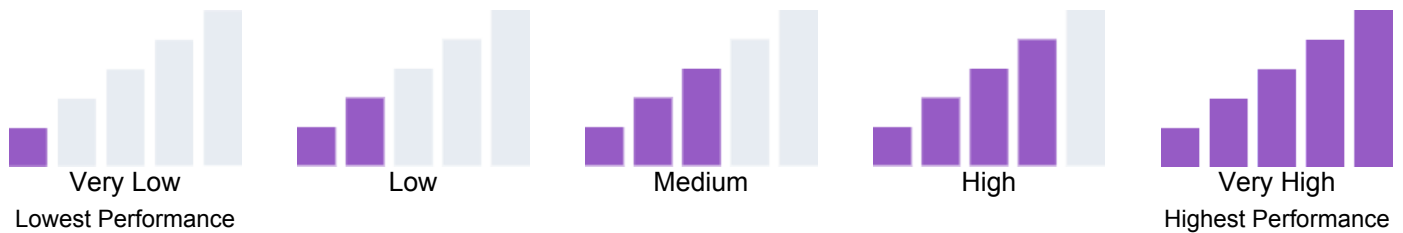
2. Chronic Absenteeism demonstrates some progress. Absenteeism strategies should continue, along with a focus on identifying specific students for individualized plans, to continue growth in this area and keeping parent communication fluid.
3. The suspension rate indicates that we are low in suspensions as we believe in implementing Restorative Practices to support student behaviors and keep students in school. For suspension, identifying specific students for individualized plans will enable staff to meet student needs for example providing Tier II check in and check out supports.

# School and Student Performance Data

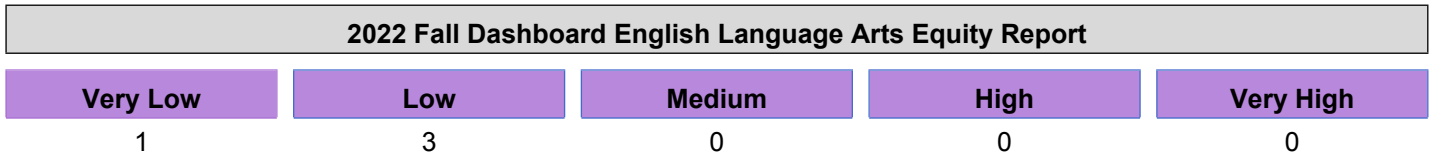
## Academic Performance English Language Arts

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

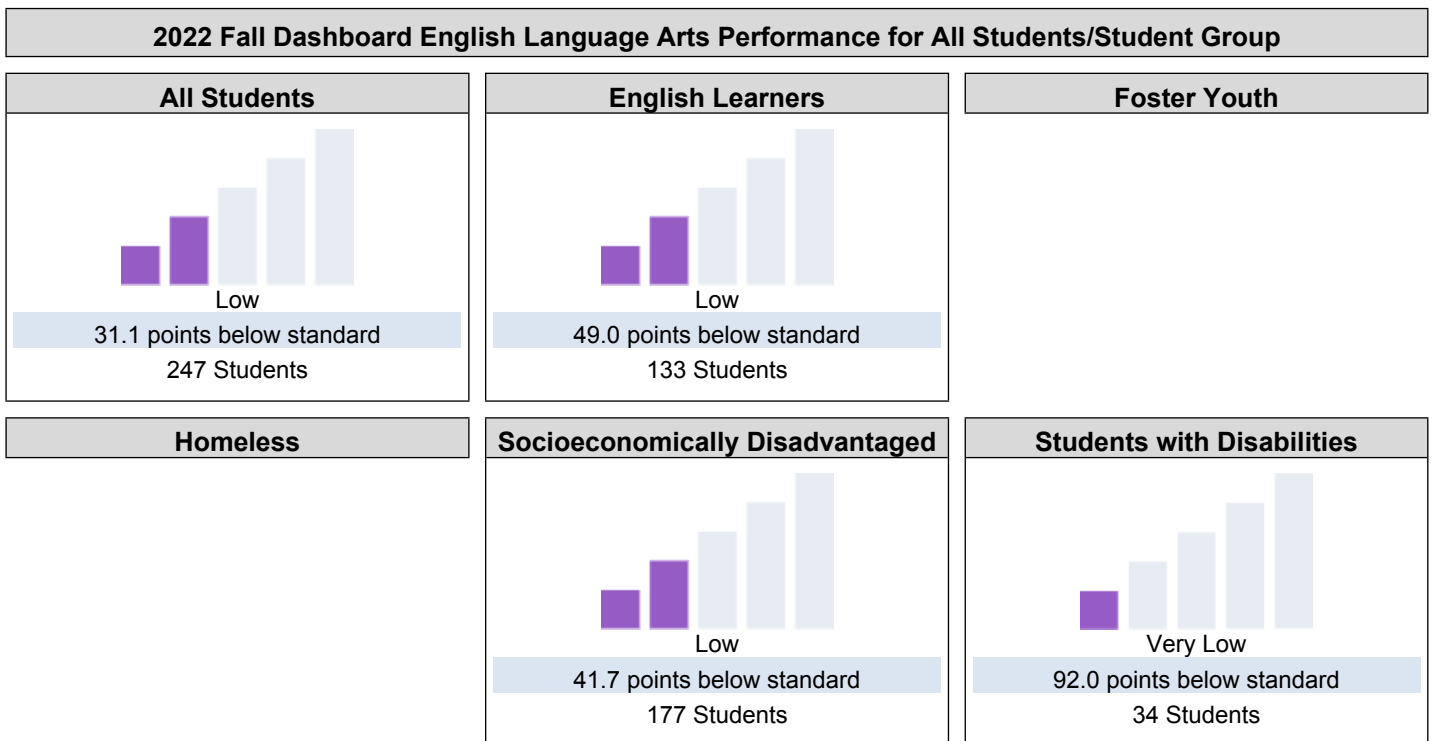
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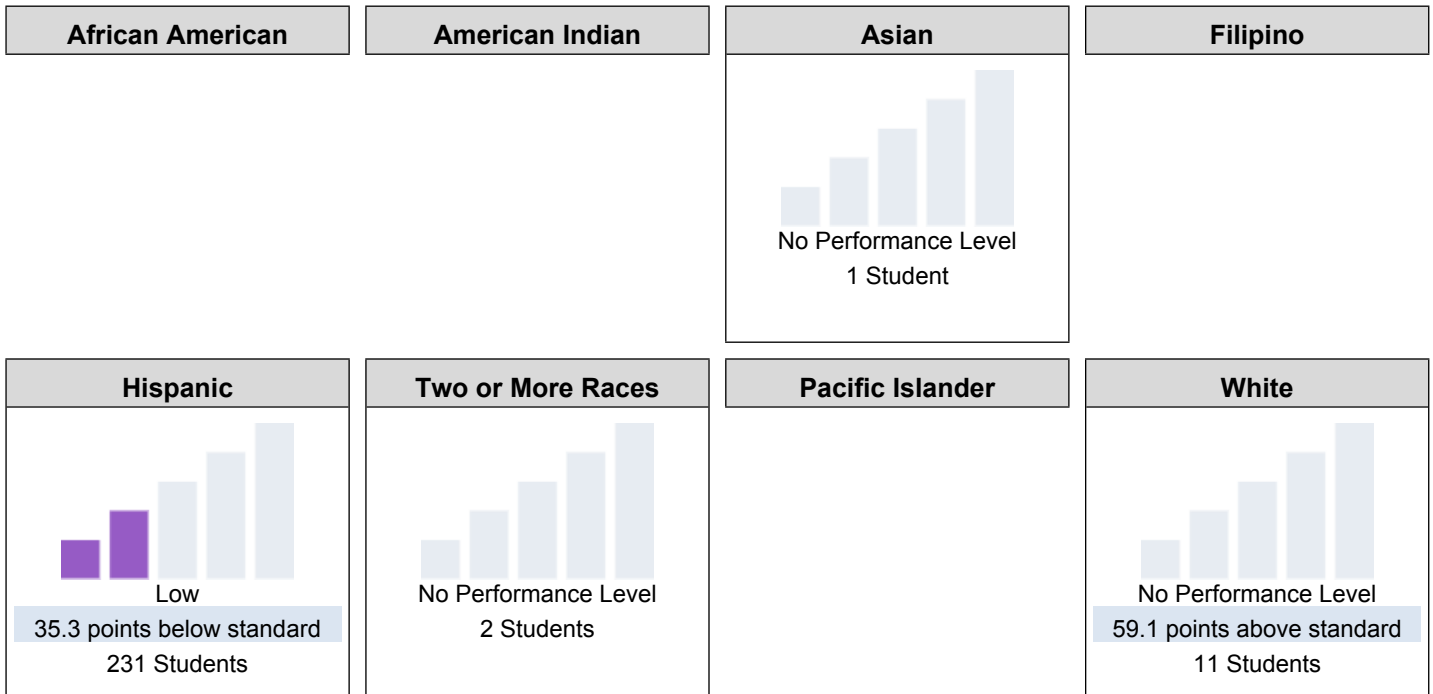
This section provides number of student groups in each level.



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



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



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

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

Current English Learner	Reclassified English Learners	English Only
<p>94.2 points below standard</p> <p>64 Students</p>	<p>7.1 points below standard</p> <p>69 Students</p>	<p>20.2 points below standard</p> <p>93 Students</p>

### Conclusions based on this data:

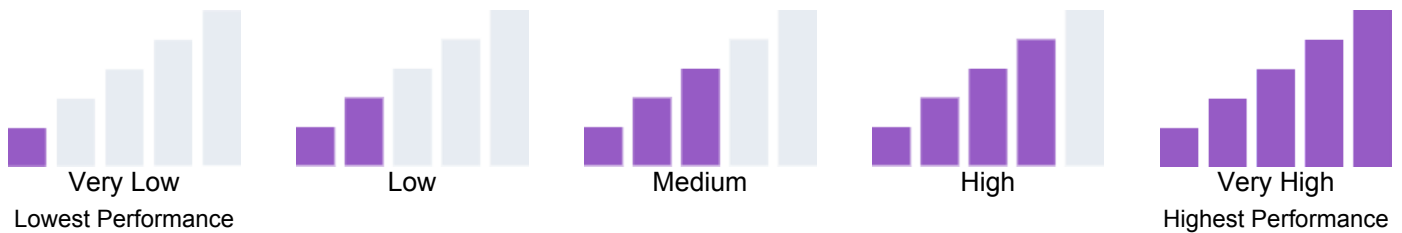
1. Overall, students at Beamer are performing 31.1 points below standard, based on the new California dashboard. Our English only students averaged 20.2 points below standard, while our English Learners performed 49.2 points below standard, students with disabilities performed at 92 points below standard and our Reclassified students are performing at 7.1 points below standard.
2. English Learners and students with disabilities continue to be an area of focus and require support. A concerted focus on improving the use of integrated English Language Development (ELD) will ensure that ELA curriculum is scaffolded to support the needs of our EL students during core instruction.
3. Professional Development in best practices in meeting the needs of all learners has been provided for all staff, along with partnering with CAFE Project Promesa to support instructional practices for all learners.

# School and Student Performance Data

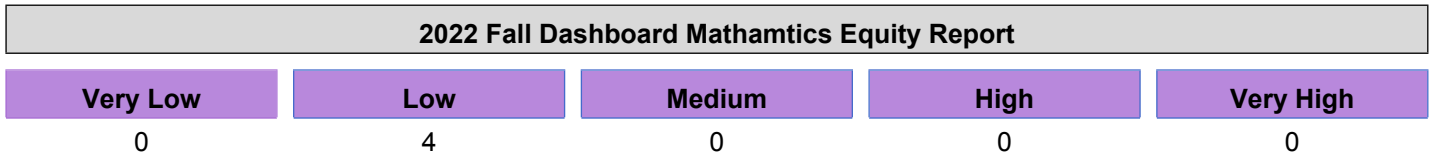
## Academic Performance Mathematics

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

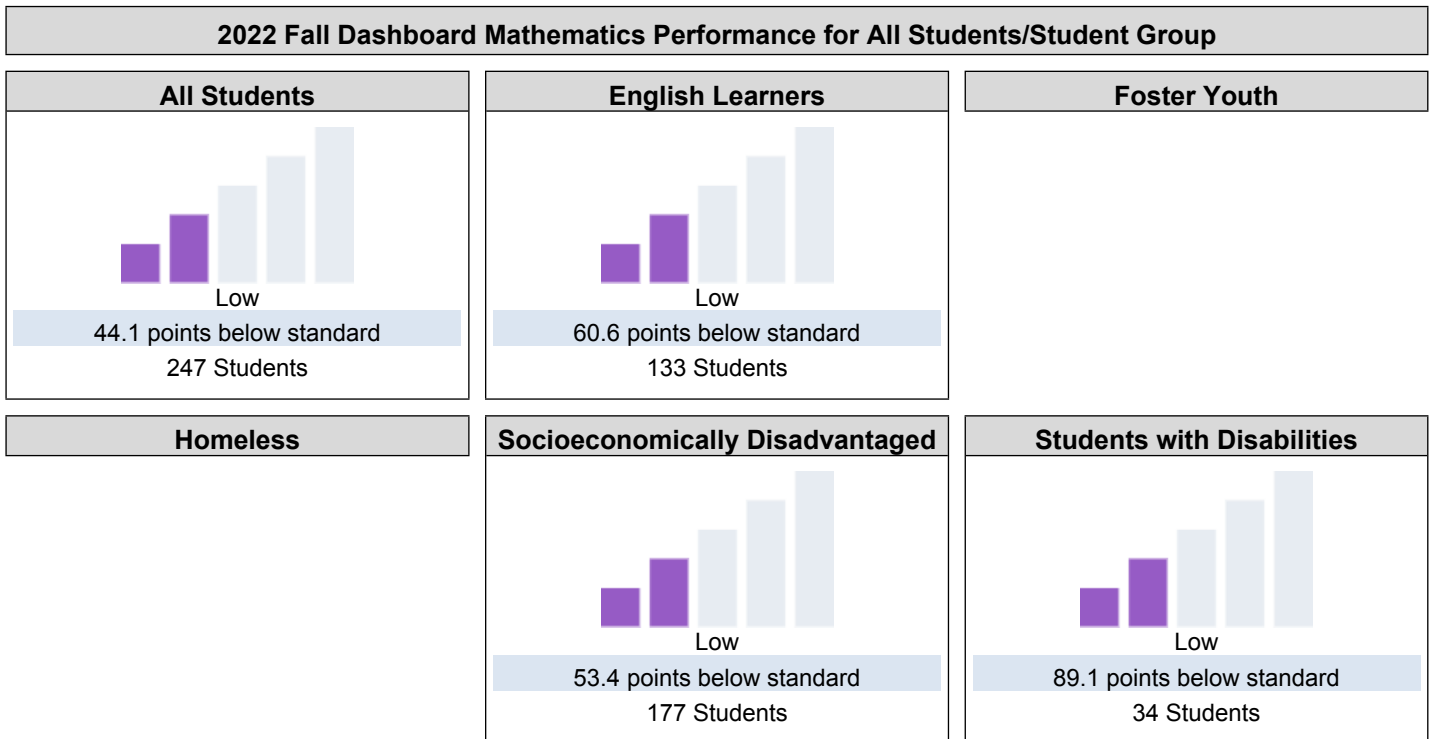
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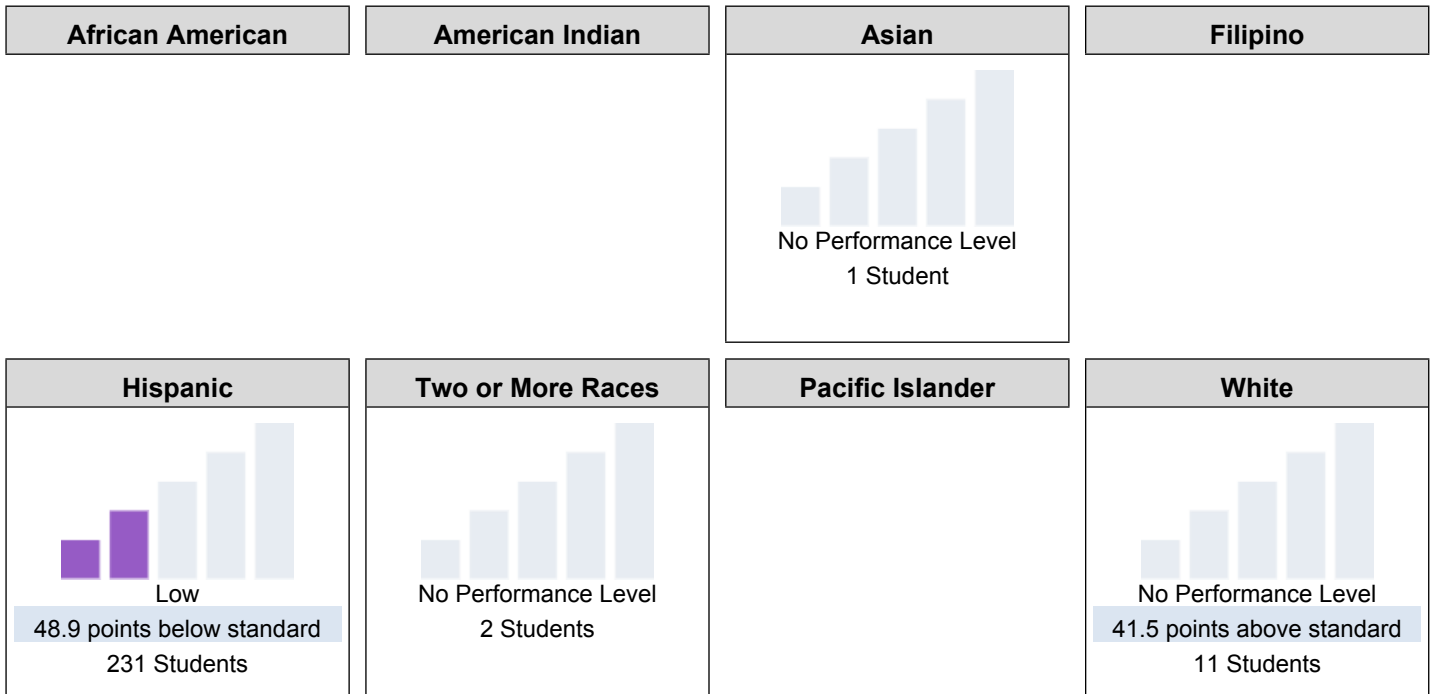
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>87.3 points below standard 64 Students</p>	<p>35.8 points below standard 69 Students</p>	<p>30.6 points below standard 93 Students</p>

### Conclusions based on this data:

1. Overall, Beamer students increased in Math by 8 points and are 44.1 points below standard. Groups that maintained were that Reclassified Fluent English Proficient (RFEP) and socioeconomically disadvantaged (SED).
2. Students with disabilities maintained and is 89.1 points below standard but are making substantial progress. Continued professional development for staff and current strategies for this group of students.
3. Math instruction is an area of need for Beamer, and will need to be addressed in Goal 1 along with continued Professional Development and early intervention.

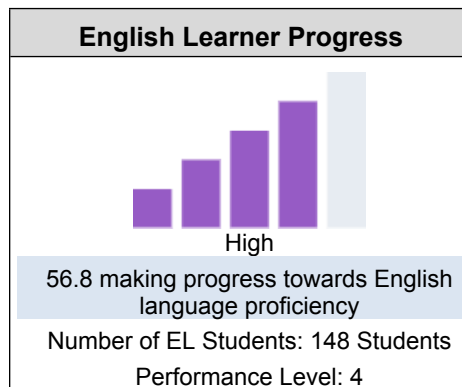
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.9%	28.4%	0.7%	56.1%

#### Conclusions based on this data:

- 56.1% of Students are making progress towards English Language proficiency and increased at least one level. 28.4% of our English Language Learning students maintained levels. 14.9% of students decreased in proficiency levels.
- 20 students decreased an English Learner Progress Indicator Level (ELPI). EL progress monitoring meetings occur every trimester, which identify each of these students, need to continue, as well as the development of a specific plan to address the slide. Data chats have also been part of student monitoring with the student and parents.
- 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 Report

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

### Conclusions based on this data:

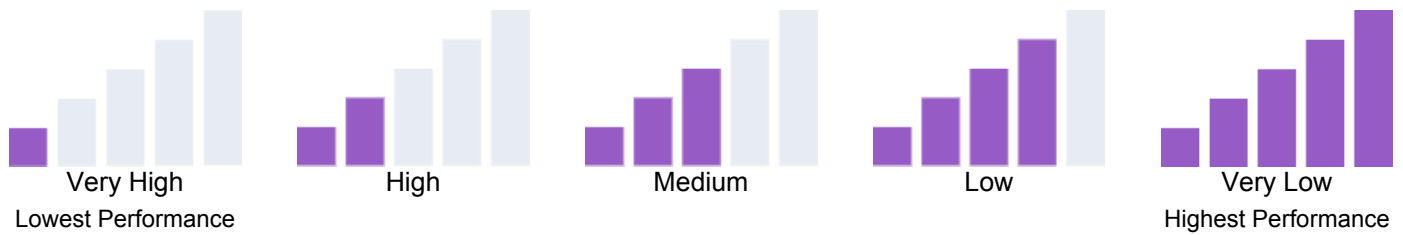
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# School and Student Performance Data

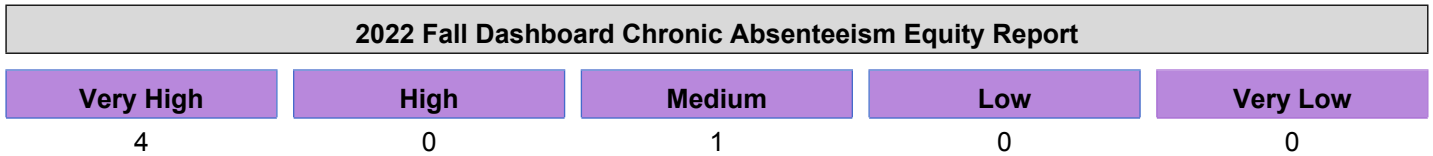
## Academic Engagement Chronic Absenteeism

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

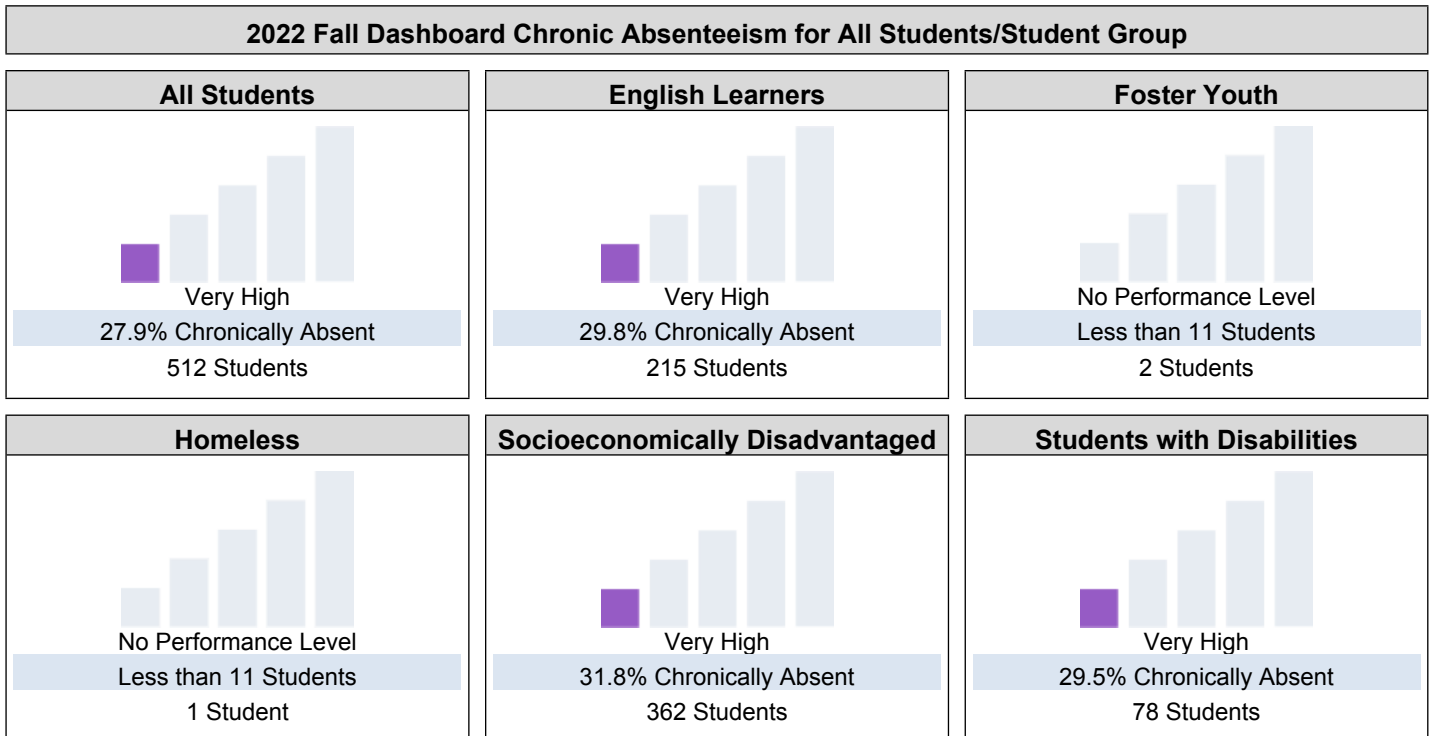
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

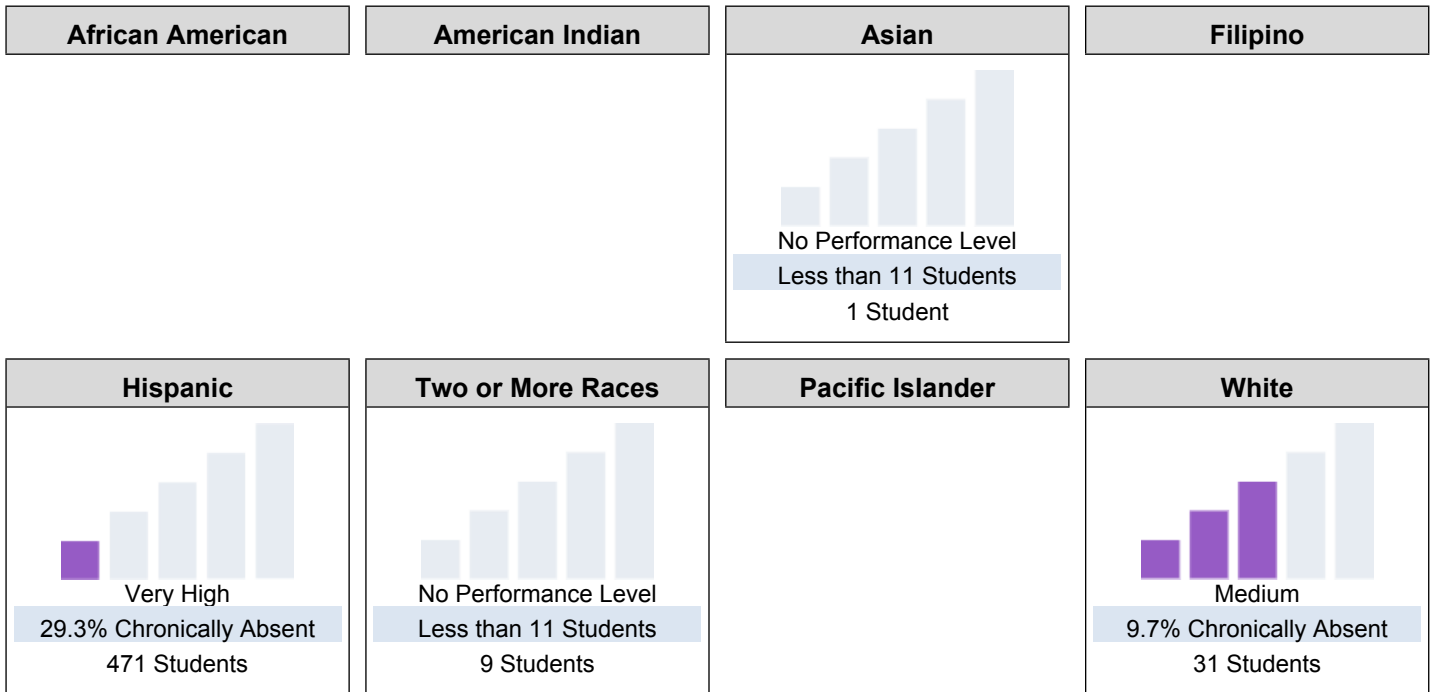


This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.





**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

- 27.9% of students are chronically absent. The majority of subgroups have been impacted post pandemic. 29.3% of Hispanic students are chronically absent, while 9.7% of our White subgroup students.
- Our Socioeconomically Disadvantaged group exceeds the average rate for chronic absenteeism, and increased over last year to 31.8%. This indicates a need to examine this group specifically and identify the needs.

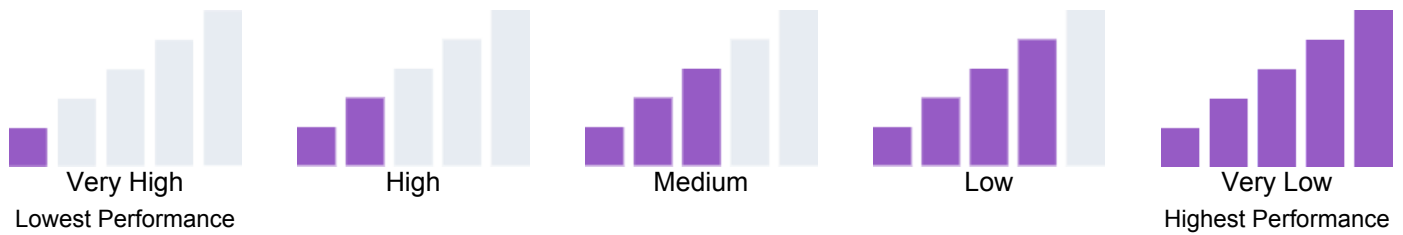


# School and Student Performance Data

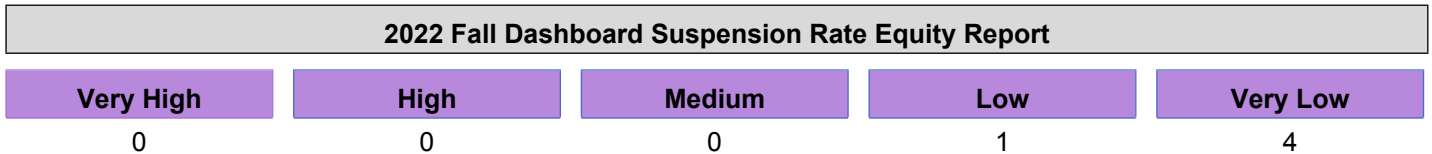
## Conditions & Climate Suspension Rate

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

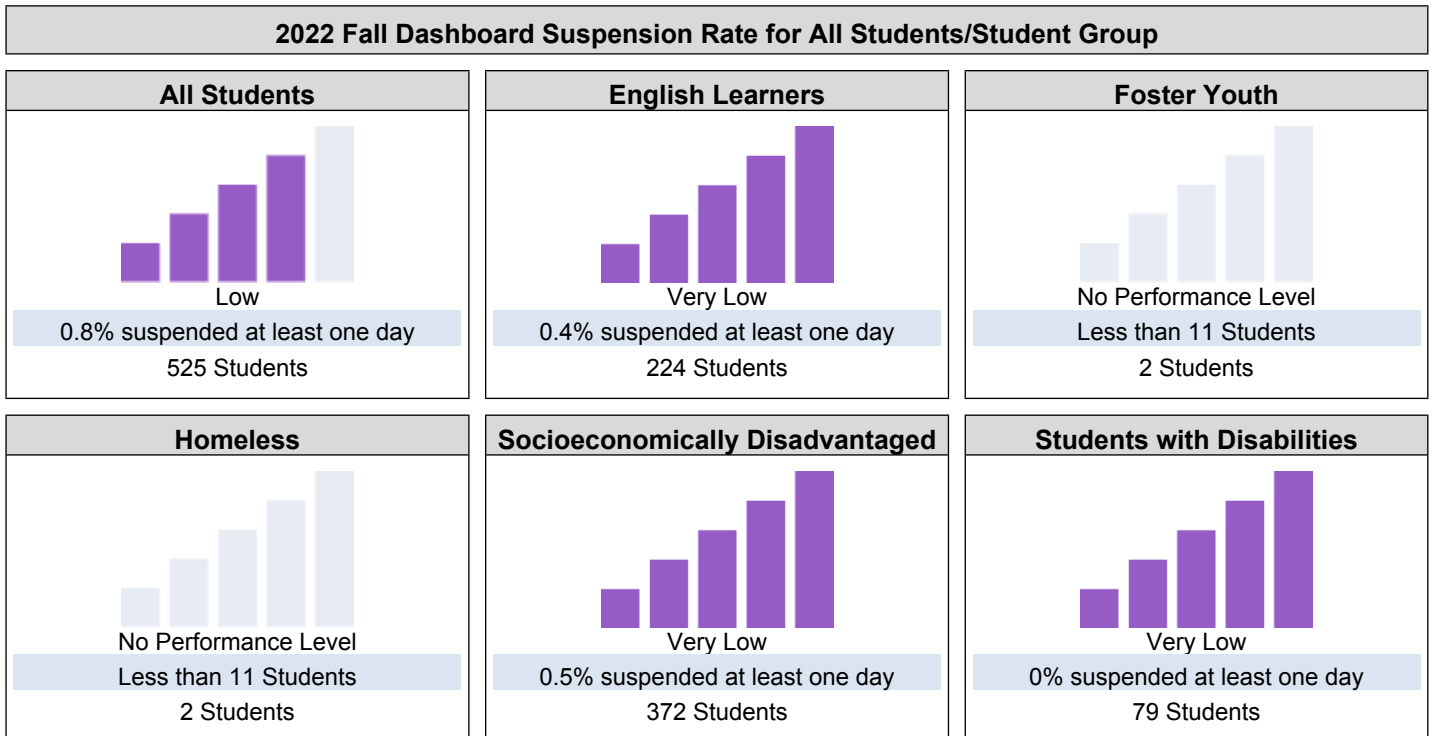
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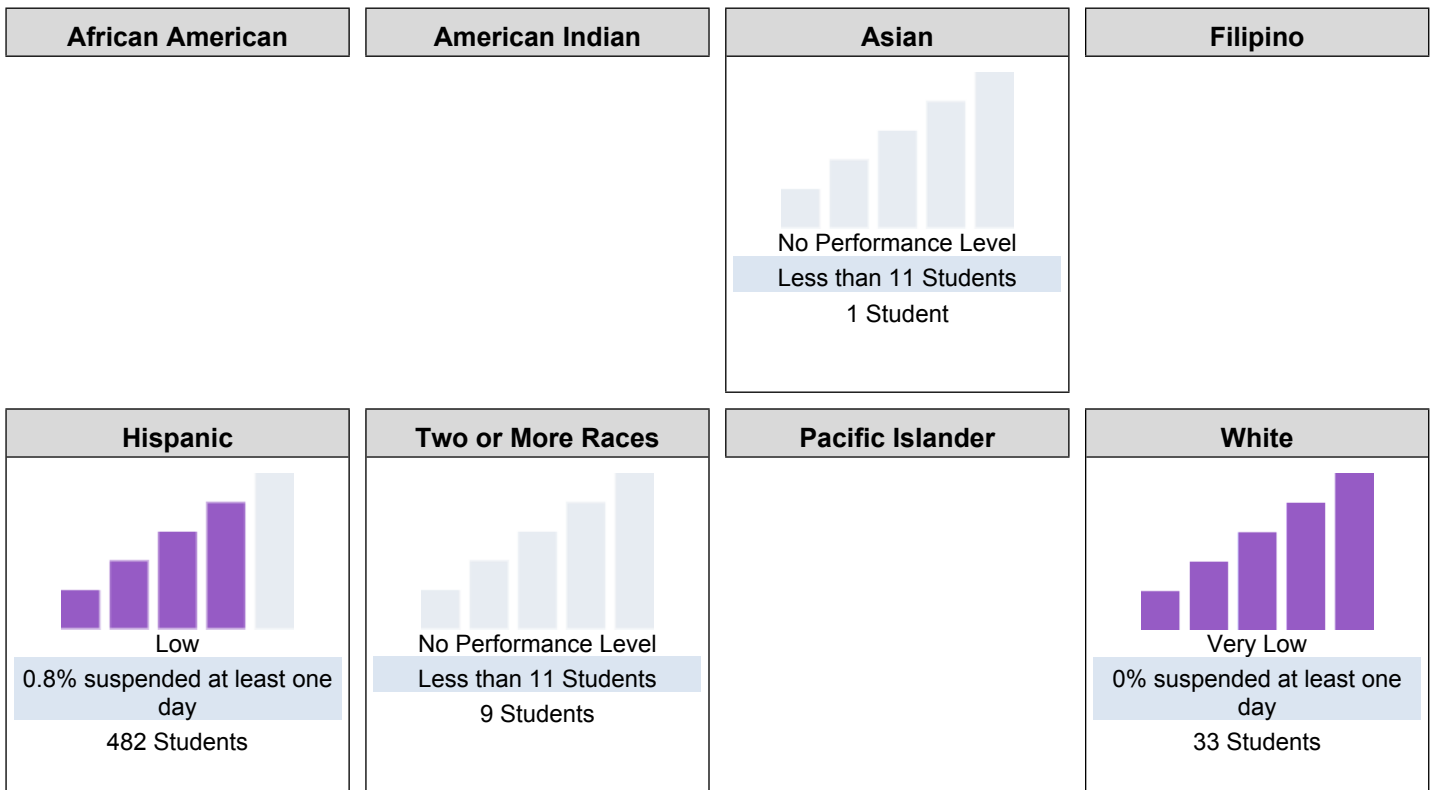
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

1. The suspension rate for students with disabilities (SWD) declined by 4.3% moving into the very low level.
2. All subgroups have a suspension rate below 1.0%.
3. Beamer is implementing socio-emotional curriculum and de-escalation strategies to improve outcomes for students. All staff have received Professional Development in Restorative Practices and Trauma Informed Care by site and district staff.

# 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 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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in VAPA (Visual and Performing Arts).	<p>100% of our students participated in visual and performing arts instruction and integration this year. We partnered with the Pence Gallery in Davis this year and had a visiting teaching artist teach in every classroom at Beamer. Rochelle was our teaching artist who worked with every teacher and student in grades TK-6 in working with oil pastels and portrait design.</p> <p>This year we had over forty students in grades 4-6 participate in our Music Programs, 17 students participated in band class and 20 students participated in strings. Music was also taught via push into our primary grades this year by our band teacher, which served K-2 classes.</p> <p>Students in 4-6 receive violin or band instruction during the</p>	<p>Maintain art integration in our standards aligned instructional practices in all classrooms. Increase strings and band participation to 50 students, continue all students participating in Visual and Performing Art projects and integrated instruction, and college and career activities.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>school day. This year teachers have integrated the Arts into their classroom instruction. We had 9 classes partner with Yolo Arts and completed a series of Professional Development in print making with students in grades 1-6. School wide, all students participated in Visual and Performing Art 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 which participated in Dia de Los Muertos art activities, self-portraits or water colors. This year, we hosted a school wide, virtual Art Night for students and their families.</p>	
<p>Number of Pathway awards for Biliteracy (Dual Immersion schools only).</p>	<p>This year six students were identified in completing the pathways for Biliteracy. We have reclassified eleven students this year in grades K-6.</p>	<p>Our goal is to increase our English Language Learning Progress Monitoring to increase the numbers of students ready for reclassification. We would like to see an increase of 15 students reclassifying next year.</p>
<p>College and Career Readiness Activities</p>	<p>Students in grades TK-6 participate in college and career readiness activities this year. Each teacher selected a university or institution of higher learning, school wide to expose our students to college pathways.</p>	<p>Maintain school wide focus on career and college readiness.</p>
<p>Guest Speaker events</p>	<p>This year we also hosted guest readers in every single classroom for Read Across America Week to expose students to diverse genres of multicultural literature and engage students in rich dialogue about different career</p>	<p>We hope to increase and host a minimum of 4 speakers, presentations and or school wide assemblies throughout the year. We have hosted multicultural assemblies this year to celebrate diversity and multicultural competencies</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	choices and pathways. Our guests included but were not limited to Board of Trustees, Mayor of Woodland, Members of our WPD and WFD, News Anchor, Author, Singer/Songwriter, etc.	which align with the Guiding Principles for Dual Language Instruction.

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, Science Technology Engineering Arts Mathematics (STEAM) and with exposure to a 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 different careers as they gain an understanding of post-secondary educational pathways. We will continue to provide support for students to have access to 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 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 which focused on the integration of visual arts and worked with oil pastels. All students in grades 4-6 will also be provided with 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 June. This year we also received a school wide assembly from UCD Mondavi center and hosted the Calidanza Ballet Folklorico for all students in grades TK-6. Continue to:

- Provide access to strings, band, Ballet Folklorico, world dance club; Express Yourself through Art, student interest clubs, social emotional learning, kindness rock garden, Dia de los Muertos, Kermes, Black History Assembly, Guest Readers/Speakers for Read Across America Day and art integration school wide
- Field trips/ Transportation
- College T-Shirts (college materials)
- Read Across America Activities, Supplies and Diverse Guests
- Buddy Classroom Presentations/Planning Time

- Sixth grade camp transportation
- Materials to support program goals

Planning Time

College and Career Materials

Materials and Art Supplies

Extended Duty

School Newspaper

Art Professional Development (Instructors)

Ballet Folklorico Instructor and upkeep of costumes

Express Yourself Dance Club (Advisor)

AVID Supplies 2-6th

Achievement Medals for Monthly Assemblies to recognize attendance and achievement

Personal Goal Setting T-shirts for students who reach their personal measurable goals

(achievement in reading, math or language development)

STEAM for Girls (5th Grade Students Transportation) Collaboration with UC Davis

Guest Speakers to Visit classes or School Wide Assemblies

Career Day/Week

Provide access to strings, band, Ballet Folklorico, world dance club; Express Yourself through Art, student interest clubs, social emotional learning, kindness rock garden, Dia de los Muertos, Kermes, Black History Assembly, Guest Readers/Speakers for Read Across America Day and art integration school wide

- Field trips/ Transportation
- College T-Shirts (college materials)
- Read Across America Activities, Supplies and Diverse Guests
- Buddy Classroom Presentations/Planning Time
- Sixth grade camp transportation
- Materials to support program goals

### 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)

28350

Source(s)

Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS



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

We were able to have students have a great level of exposure to college and career readiness this year. Every Tuesday, our students were encouraged to wear college gear while asking their teachers/parents about higher education pathways. In the spring, teachers share a school wide power point presentation with students teaching about a college campus. Each class has chosen a specific college or institution of higher learning to study. I believe this has been a great way to create opportunities for our students and families to build an awareness of pathways to higher learning and different career pathways to successful careers. This year we reestablished our Beamer Ballet Folklorico and hired a teacher to teach to our students in grades TK-6. Our Ballet students were able to perform this year at TANA and Dia del Nino events, here in our community in Woodland. Our students also performed at our Beamer Dia de los Muertos celebration. Although we did not bring the Art Ark from the Crocker Museum this year, we did collaborate with Mondavi Center and had several virtual presentations on multicultural dance and musical performances which were shared school wide, as well as with families via Parent Square. This year our students visited the Mondavi to view the Calidanza: Ballet Folklorico performance. As a collaboration and donor; Beamer received a school wide assembly from the Calidanza: Ballet Folklorico for grades TK-6 this year. Many of our teachers also integrated direct art lessons with students this year, with resources shared from Pence Gallery or VAPA virtual lessons along with YouTube.

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

I believe we met and exceeded our goals to support and provide instructional opportunities for our Beamer students, in grades TK-6. Our partnership with Yolo Arts and the Pence Gallery definitely supported our teachers to also receive the Art instruction and professional development this year, as well as supporting integration of the arts for our students and families school wide. We hope to continue to develop and integrate the Arts next 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 look forward to continuing with a college and career climate school wide with student presentations, field trips and college visitors. We have allocated funding for Visual and Performing Arts (Art Ark from the Crocker Museum) and College and Career Readiness. We can look to increase the amount needed for contracts or teacher extended duty to help fund various clubs and events in the area of STEAM, the arts, culture, language, student leadership and inclusivity. This year we have been working to support our parents as well with Project PROMESA and CAFE, we will also be working to support with parent events; such as literacy and math nights. This year Latino Family Literacy was successful in working with our families to understand the importance of early literacy. We will also continue to support our families next year for continued academic success. We also hope to integrate physical activities for students to engage in during the school day, with structured events at recess in partnering with Little Heroes.

# 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 social emotional support, mathematics, language arts, and language development in both languages were areas identified of need.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	For the 2022-23 Dashboard, Beamer is scored low (previously known as orange) standard for ELA and yellow, below standard, for Math.	Beamer will move to high, at or above standard, for ELA and Math.
Performance level on English Learner Progress Indicator (ELPI)	56.8% of English learners are making progress towards English proficiency, putting Beamer in the high progress band. This is a 13% increase.	58% of English learners are making progress towards English proficiency, putting Beamer in the high progress band.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA)	In Language Arts our students scored low, 31.1 points below standard, with 37% of students meeting or exceeding standard.	45% 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 Math our students scored low, 44.1 points below standard on CAASPP, with 31.01% of students meeting or exceeding standard.	35% of students will meet or exceed standards on the math CAASPP
Percentage and number of students who are chronically absent	27.9 % of students were chronically absent in 22-23.	Reduce the percentage of students chronically absent by 5%
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 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	0.8% of students were suspended	Maintain low suspension through Social Emotional Learning Support
Parent/family satisfaction on Healthy Kids Survey, on key indicators	This year we had some challenges with the California Healthy Kids Survey parent input due to virtual responses. However every 5th grade class did have time allocated in the school day to complete.	Data will be available and 50% of parents will be satisfied
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	37% of students are making adequate progress in Reading based on our iReady targets. This is a 2% improvement from last year. 26% of students are making adequate progress in Math. This is a 2% improvement from last year.	45% of students will be making adequate growth in Reading based on our iReady targets. 30% 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 all students with focusing on Best First Instruction and Multi-tiered Systems of Support be they academic or social emotional.

### 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:

- Prof Development for staff
- Implementation of Social Emotional Learning curriculum, daily class meetings, calming kits for each classroom and check ins with students
- Purchase Social Emotional Learning curriculum resources in the form of literature and resources for teachers/classrooms
- Flexible Seating, bands and fidgets for every classroom
- Teacher Collaboration

- Professional Learning Community Professional Development for staff and leadership team, including the development of rubrics to effectively gauge implementation progress outputs.
- Hire a 0.5 Intervention Staff to provide support to Tier II academic areas of concern
- PBIS (Positive Behavior Intervention and Support) school wide training and implementation of digital platform, Youth Advisory Council, Conflict Managers, Student Council, Clubs (Ex. Legos, Book Club, Art, Mindfulness, Express Yourself Dance Club)
- Rock Garden on campus & Banca de Bondad/ Buddy Bench
- PBIS Beamer Prime Student Store (store items for students)

#### Attendance Plan

- Attendance Assemblies; Parent engagement speak about importance of being at school daily and on time
- Student Recognition incentives in area of Attendance (postcards to mail to families, postage, awards, medals, pencils to recognize students, t shirts)

#### Other Strategies

- Renaissance Program to promote literacy in two languages
- Brain Pop
- Padlet
- Additional Library Time for student access - extra duty
- AR (Accelerated Reader) Technology Resources (headphone replacements as needed)
- Most Words Read (reading to reach student goals) incentives (T-shirts, awards, medals for students)
- Materials and supplies to support instruction in Dual Immersion Program (bilingual resources, materials for staff to support dual immersion instruction)
- Structured activities and supports during recess (unstructured time) to reduce conflicts during recess (Little Heroes, structured play)
- Release Time/extra duty for Testing (Sub Coverage)
- Academic Conferences
- Wellness Team Meetings Monthly (Tier II Team)
- SST (Student Study Team), IEP (Individual Education Plan) and 504 Release Days (Roving subs)
- PLC (Professional Learning Communities) Planning time and Release Time (Planning, Data Analysis, Instructional Rounds)
- Instructional Rounds: CABE (California Association of Bilingual Educators) Project Promesa and PLC work

### 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)

55,700

Supplemental/Concentration

24,350

Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

**SPSA Year Reviewed: 2022-23**

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

## ANALYSIS

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

Throughout the year teachers have been collaborating in grade level teams reviewing assessment data, collaborating and identifying areas of need and creating action plans. Our site wellness team consists of school counselor, psychologist, social worker, behavior specialist, EL specialist, RSP and SLP teachers and Admin, which met monthly to identify areas of need in Tier II and Tier III for Social Emotional Learning and or academics. Maestros have been working to identify and provide small group instruction to students during their school day. Site Administrator, counselor and select staff members also have a weekly check in system with some Tier II students. Intervention began in the winter after our first round of district assessments and English Learner Progress monitoring. Teachers and students have had access to all supplies necessary for 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. This year, we have had over 14 teachers working to support interventions before and after school to support academic Tier II needs in multiple areas (i.e. ELA, Math, Spanish). New books have been purchased for our library for students TK-6 grades from Scholastic with an emphasis on diversity and inclusion.

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. Teachers in grades TK-6 and classified staff received training in Restorative Practices and trauma informed care by our District MTSS Analyst, Gurpreet Kaur. Teachers implemented daily Social Emotional Learning class meetings with student check ins daily. This year we also wanted to focus on Positive Based Instructional Supports (PBIS) rewards school wide. This year we had a team of 8 teachers, our counselor and administrator who attended PBIS training through Yolo County Office of Education, to refocus and reset our PBIS program school wide and train our 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.

This year our Beamer Prime student store went digital and students were able to use their Beamer Bucks towards incentives of their choice. Students were excited to provide their input via our Student Advisory Council and student surveys. Our Counselor and PBIS team provided a survey school wide asking students to vote on items they would like to see in their Beamer Prime store and it was great to see this be a motivator for a positive school culture and climate. This year we brought back our Ballet Folklorico program and secured our dance instructor who committed to teaching after school to our TK-6 grade students. Students in Ballet Folklorico have performed not only at school events, but community events connecting performance and leadership to our students. Students were also able to join interest based clubs based on Student Advisory input and feedback. Students suggested clubs that reflected student interests which allowed students to participate and socially interact with other students in a social setting, focused on shared interest. Clubs supported this year were Express Yourself Dance club, Art Club, Book Club: Harry Potter Club, Legos at Lunch and wellness club meeting our SEL needs on campus.

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) Implementing our Digital PBIS Platform school wide while promoting positive behavior and implementation of our our Beamer Prime Student Store

SEL (Social Emotional Learning) Culture and Climate with daily class meetings and student check ins developing Tier II and Tier III groups based on SAEBRS results and teacher recommendation SEL Literature for classroom supports, Calm Down Boxes and materials for classrooms for students to access

SEL Support for our School Counselor (resources, supplies, facilitating teacher and parent trainings)

Restorative Practice Trainings for Teachers and classified staff

Attendance Incentives, monthly recognition at assemblies with awards, pencils, weekly phone calls, postcards, postage, school banners etc

Academic-Interventions/Enrichments (ELA, Math, Spanish)

Title .5 FTE to support academic areas of need (ELA, Math or Spanish)

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), and Project Promesa Grant.

Grade level collaboration time and Cross Grade Level Articulation

Professional Learning Opportunities

Materials and Supplies to support differentiation with an emphasis on English Language Learners and students with disabilities

Resources and time to support student interest clubs, Student Council and Student Advisory

Providing structured activities during, before and after school to support social interactions with students (Little Heroes during recess/lunch, clubs, etc.)

Substitutes as needed for teacher collaboration and assessments

Release time for PLC and teacher collaboration

Intervention Instructor

Literacy Para Professionals to support differentiation and intervention in primary grades

Clubs Coordinator to support school based clubs weekly

School beautification to embrace culture and climate with new signage in dual languages and add color and positive affirmations campus wide

# 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 (EL)	5.5% of students were reclassified in 2022-2023	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)	The Dashboard reflects 56.8% of English Learners are making progress towards reclassification. This is a 13% increase from the previous year.	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 English 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.
Percentage of English Learner students who reach growth targets on iReady in Reading and Math (elementary only)	26% of English Language Learners are making progress towards growth targets on iReady assessments in Math. 37% of English Language Learners are making progress	We shall increase student performance by 5% in English Language Arts and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	towards growth on iReady assessments.	

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) This year we provided over 14 intervention groups to students in grades TK-6.
- Release Time for student progress monitoring/academic conferences/data analysis (pending carryover)
- Professional Development (pending carryover)
- Professional Development with Project Promesa and CABE
- Materials and Supplies for interventions and support for English Language Learners
- Academic Conferences and EL Progress Monitoring
- Supplemental Materials
- Translations
- Parent Education (resources)
- Project PROMESA Parent Education Sessions
- CABE Libroterapia Book Study
- Latino Family Literacy Project for parents
- Project 2Inspire for parents
- Professional Development in looking at English Learner Roadmap and integration of English Language Development
- Looking at the EL Road Map and working with our parents, CABE and La Promesa Project 5 year Grant (as a Dual Immersion School we are recipients of a Federal Grant this year)
- Costs associated with ELAC and parent trainings/conferences
- Costs for Teacher Professional Development, attend CABE, Instructional Rounds, and GLAD Strategies
- Purchase of supplemental materials for library and staff
- PD (Professional Development) for classified staff
- CABE for staff and parents (ELAC)

### 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)
3,905	Supplemental/Concentration
5,850	Title I Part A: Basic Grants Low-Income and Neglected
1,020	

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

A thorough monitoring of English Language Learners was completed this year, 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 as well as Tier II supports and interventions. We wanted teachers to have materials to support students and families.

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 not being unable to employ a Title I .5 FTE per a Variable Service Agreements that were posted during the 2022-23 school year. Moving forward this is a position that has been included in our goal for 2023-24.

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 in both languages, make sure we follow our Student Success Team process and document students and the services they received with the support of our SST Coordinator. We are also hoping to hire a .5 Title I Interventionist, this will increase the amount of tiered supports for students and staff. We will also continue to meet as a site Wellness Team to monitor attendance and social emotional Tier II and Tier III students and families who may require additional support. Utilizing our wellness meeting with our school Counselor, Social Worker and Behavior Specialist, our students and families will be monitored in efforts to support.

# 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

Provide opportunities for training for our students to learn about leadership.

## 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 community partnerships.
Number of extracurricular and co-curricular programs offered	Expanded Learning program offered to students in TK-6, Ballet Folklorico, Book Club, Art Club, Wellness Club, GATE (Gifted and Talented Education) and Express Yourself: Dance Club.	Increase the number of students who participate and engage in extracurricular clubs 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	217 students provided input into the SPSA through surveys, 42%.	Increase student participation to 45%
Students on Youth Advisory Committee providing input to the Schoolwide Plan for Student Achievement through quarterly meetings	12 students were invited to provide feedback in grades 3-6: 6 male students, 6 female students. 3 English learner students, 3 special education students, 2 newcomers and 3 English only/RFEP students.	Increase students participating in focus groups to 15, increase representation of English learner students to 8 students, matching the demographics of the school. While also being inclusive of lower grades.

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, extracurricular, social and engaging). Empowering students to ask questions about culture and climate, what 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 (Art, Gardening, Games, Other interests) (pending carryover)
- Student council grades 4-6
- Student Advisory Council 4-6 (15-18 students meet with site admin) each trimester
- Expand partnerships with our District Youth Engagement Director and community organizations to provide opportunities for students to engage in leadership training/experiences include 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)
- After school clubs centered on culture, interest and or languages (pending carryover)
- School wide classroom adopt a college and continue school wide college studies
- College visits or presentations school wide grades TK-6
- Continue AVID (Advanced 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
- Technology support for our student leaders, digital camera: photography, journalism, computer design etc.

### 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)

2,000

15,000

Source(s)

Supplemental/Concentration

Title I Part A: Basic Grants Low-Income and Neglected

# Annual Review

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

I believe this year, we did a good job in implementing the inclusion of student voice in creating a learning environment which is engaging to students by including students in the discussion.

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

Students on our advisory council met with site administration 4 times this year and provided input on engaging activities they would like to see exist at Beamer. Through student surveys, meetings and input this information was shared with staff, ELAC and School Site Council. We managed to create clubs that were student centered and student initiated this year to provide students opportunity to share their ideas, lead and create change on our campus.

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.

Students provided input in our student advisory council and school site council on events that were calendared for the year. We conducted Student surveys based on culture, climate and safety as well as college and career interests and actions and clubs they would like to see at Beamer.

# 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	\$74,570
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	\$136,175.00

## 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	\$73,550.00

Subtotal of additional federal funds included for this school: \$73,550.00

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 (\$)
	\$1,020.00
Supplemental/Concentration	\$61,605.00

Subtotal of state or local funds included for this school: \$62,625.00

Total of federal, state, and/or local funds for this school: \$136,175.00

# 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
Teresa Morales	Classroom Teacher
Adelina Perez	Classroom Teacher
Zonia Salazar	Classroom Teacher
Teresa Sanchez	Parent or Community Member
Leanna Reynolds	Parent or Community Member
Major Willis	Parent or Community Member
Clara Olmedo	Parent or Community Member
Brittany Chilton	Parent or Community Member
Susana Brambila	Parent or Community Member
Imelda Aguiniga	Other School Staff

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**



English Learner Advisory Committee

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 11, 2023.

Attested:


Principal, Hortencia Hernandez on May 11, 2023

SSC Chairperson, Major Willis on May 11, 2023