School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beamer Park Elementary School	57727106056444	April 30, 2024	May 23, 2024

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

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

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

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

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

> Schoolwide Program

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

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Plan Description

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

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

〉 Schoolwide Program

The School Wide Plan meets the ESSA requirements through:
A comprehensive needs assessment of the entire school includes information on students' academic achievement regarding the challenging state academic standards, particularly the needs of those students who are failing or are at risk of failing to meet them. The needs assessment was conducted in the ELAC and SSC parent meetings, student focus groups, and staff and leadership meetings, whereby groups focused on site-specific needs.
The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:
Strategies that the school is implementing to address the school's needs by providing opportunities for all students to meet the challenging state academic standards
the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum
programs, activities, and courses necessary to provide a well-rounded education and strategies that address the needs of all students in the school, particularly those at risk of not meeting the challenging academic standards.

The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
A school and family engagement policy
A school and parent compact that addresses shared responsibility for high student academic achievement and building capacity for involvement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Beamer Park Elementary School's Site Council meets at least six times per year and reviews the school's data and progress made on goals within the School Plan for Student Achievement (SPSA). It also participates in the needs assessment process and develops and approves the annual School Plan.

Formal needs assessments were conducted with multiple community partner groups at Beamer Park Elementary, including English Learner Advisory Committee, School Site Council, Beamer Staff, and students. Each meeting included an in-depth review of the most recent California School Dashboard data for Beamer Park Elementary School students' academic performance, attendance, reclassification, and suspension rates. Other academic data reviewed was i-Ready data in English Language Arts, Mathematics, and Spanish. Additionally, informal needs assessments occurred frequently through conversations with administration, parents, staff, and students.

STUDENT INPUT
Student input was gathered through informal and formal conversations with our student council and youth advisory groups. Student focus groups were influential in providing input and feedback on campus culture and safety, and student interest clubs were designed this year, as well as leadership opportunities for students. This cohort created a Student Advisory Council 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 comprised of four 4th graders, four 5th graders, and four 6th graders. The selected profiles reflected our school climate and included English- and Spanish-speaking students, newcomers, and students with disabilities. Student Advisory Council completed a needs assessment by reviewing and having a conversation with the site administrator regarding academic and local data. Students identified student interventions as an area of concern. Students provided feedback that additional support in Mathematics, Comprehension, and Reading. Social Activities and Emotional Needs were identified as a concern for student engagement. Students then offered an analysis of causes and collaborated to provide

recommendations to improve student outcomes. As a follow-up, the Student Advisory met on April 8 and 18, 2024, to review the School Plan for Student Achievement, their suggestions for student clubs, and provide feedback on the strategies to help with improvement and implementation.

Students were also able to participate in the SAEBRS self-assessment for social-emotional needs in March 2024 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 April 9, 2024.

Needs assessment meetings were held with the English Language Advisory Committee on February 27, 2024, and with the School Site Council on April 30, 2024. Both groups agree that there needs to be a clear focus on tiered support interventions, academically, socially, and emotionally. In reviewing areas of need, it is evident that the decline in Mathematics and Language Arts is troublesome. This year, there was a decline in our English Learner Progress, providing evidence that instructional support in language acquisition is needed. These are areas of concern shared by educational partners as well as staff. Another area of need would be interventions and supplemental materials to support differentiated instruction and tiered supports, especially with our English Language Learner population. Both groups felt that early intervention and Tier II supports provided by the teachers and an interventionist would help support student learning. This year, we have also monitored the 10 intervention classes in TK-6 due to reviewing the data. Both groups were also interested in supporting teachers in professional development by providing the best first instruction to all students and Tier I support to all. To create professional learning communities on-site, a team attended Professional Learning Community Professional Development in the summer of 2023 to help navigate the work around data analysis and student achievement. In collaboration this year with CABE and Project Promesa, our teachers receive targeted professional development in the best first instruction and using the Guiding Principles for Dual Instruction. Solution Tree has also provided professional development in unpacking essential state standards and designing units of study. Professional Learning Communities have been intentional, and teachers have had time to collaborate in grade-level teams and district dual immersion teams.
English Language Advisory Committee and staff reviewed the School Plan for Student Achievement on March 25, 2024, and provided additional feedback. The school site council reviewed the plan on April 30, 2024, considered recommendations and input from all groups, and finalized/approved the SPSA on April 30, 2024.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

N/A

Comprehensive Needs Assessment Components

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

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

Beamer Park Elementary currently scores Orange (low) in English Language Arts. Our current data is 31 points below standard, and we managed to maintain it in Orange. The subgroups of English Learners, Hispanic, and Socioeconomically Disadvantaged scored lower than their peers and fell into the low category. To address concerns in Language Arts, we have taken the steps to
- continue our work with CABE Project PROMESA to provide professional development for all teachers in the area of critical instructional strategies to make learning comprehensible to all learners while providing the best first instruction and focusing on student engagement
- Part of our work will be to continue to provide Instructional Rounds which allow for immediate feedback to teachers, while teachers use this data to collaborate in Professional Learning Communities to reflect and realign instructional practices
- Teachers collaborate on unpacking essential standards and design lessons and units of studies

- Teachers engage in Professional Development in the area of Literacy and Dual Language Instruction, which includes but does not limit key strategies in the areas of vocabulary development, language acquisition, graphic organizers, reading comprehension, and writing applications
- Instructional Rounds provide feedback aligned with the Key Strategies for Dual Language Instruction while utilizing quantifiable data; teachers have an opportunity to reflect on best practices and create units of study in Professional Learning Communities (PLC)
- Collaboration time for PLCs has been allocated each month for teachers to work alongside our site English Learner Specialists and Admin to review assessment data, as well as with District PLC time with the other two Dual Immersion Elementary Schools
- Literacy Paras have attended Professional Development to support students in grades TK-3rd in the area of Literacy and Language Acquisition
- Training for our Special Education Paraprofessionals in how to support students
- We additionally will be looking at our master schedule to and possibly restructure how supports are provided to students who are language learners and utilize graphic organizers, frontloading of rigorous vocabulary and writing strategies

Beamer Park Elementary is currently scoring Orange (low) in Mathematics. Our data shows we declined 14 points from the previous year. The subgroups of English Learners declined by 14 points, our Hispanic subgroup declined by 14 points, our socioeconomically disadvantaged students declined by 16 points, and our subgroup of Students with Disabilities maintained, but they are still below standard. To address our concerns in the area of math decline, we have taken the following steps.
- Purchase of manipulatives to support hands-on learning and teaching of foundational skills
- Reteach and focus on concepts and procedures
- We are looking to reorganize our master schedule. Currently, math is taught in Spanish in the primary grades and English in the intermediate grades, building consistency in foundational skills as well as language to provide support to students who are our most at-promise
- We did decline in instructional minutes in math; we declined from 90 minutes of math instruction to 60 minutes, which could be a root cause
- We will be adding a focus on teaching reading comprehension and intentional vocabulary development to support mathematical literacy

Our English Language Progress declined by 6%, while 33.6% of students maintained a level and 15% decreased one level.
- We are continuing to monitor our English Learners each trimester
- Data chats are imperative in teachers' understanding of who their English Learners are and what level of language proficiency they are scoring at
- Having frequent conversations about Language Development and student support with teachers, as well as informing parents
- Providing Professional Learning Community time for teachers to collaborate with English Learning Specialist to look at English Learner Progress and English Language Development best practices
- Implementation of Best Practices and Best first Instruction for English Learners, including but not limited to GLAD strategies, use of visuals, realia, and graphic organizers in efforts to make learning comprehensible

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

ELA
Math
ELLs

Other Needs

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

Beamer Park Elementary California Spanish Assessment Data for 2021-22 shows that 64% of our Students tested in Spanish scored in Range 1, 28% scored in Range 2, and 8% scored in Range 3. We aim to work with teachers and district leadership to provide professional development in understanding the California Spanish Assessment data measures and how to best utilize the data at the site and at each grade level.
- Allow for Teacher Collaboration to understand CSA data

- Set SMART Goals as grade level teams
- Progress Monitoring of student needs in SEL, Academic, or Language TK-6 during
- PLC team meetings are calendared and supported

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	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
			Total Enrollment	496	495	510

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
Total Enrollment	496	495	510

Conclusions based on this data:

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

2. Beamer has continued to partner with CABE due to the Project PROMESA Grant, which supports teachers in the professional development of instructional strategies for dual language pedagogy. Project PROMESA also has a

parent education component that teaches families about dual language instruction and acquisition. PROMESA has allowed families and schools to continue to develop an understanding of how best to support our language learners.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	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)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	66	0	63	66	0	63	66	0.0	98.4	100.0
Grade 4	58	72	61	0	69	61	0	68	61	0.0	95.8	100.0
Grade 5	71	58	67	0	58	65	0	58	65	0.0	100.0	97.0
Grade 6	63	65	57	0	65	56	0	65	56	0.0	100.0	98.2
All Grades	261	259	251	0	255	248	0	254	248	0.0	98.5	98.8

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2400.		9.52	22.73		22.22	19.70		25.40	27.27		42.86	30.30
Grade 4		2442.	2425.		14.71	11.48		29.41	16.39		20.59	19.67		35.29	52.46
Grade 5		2480.	2491.		12.07	20.00		25.86	20.00		29.31	32.31		32.76	27.69
Grade 6		2509.	2494.		12.31	5.36		21.54	26.79		41.54	33.93		24.62	33.93
All Grades	N/A	N/A	N/A		12.20	15.32		24.80	20.56		29.13	28.23		33.86	35.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.70	13.64		61.90	68.18		25.40	18.18
Grade 4		8.82	8.20		72.06	59.02		19.12	32.79
Grade 5		13.79	20.00		68.97	60.00		17.24	20.00
Grade 6		15.38	5.36		56.92	58.93		27.69	35.71
All Grades		12.60	12.10		64.96	61.69		22.44	26.21

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Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35	13.64		60.32	54.55		33.33	31.82
Grade 4		10.29	9.84		54.41	50.82		35.29	39.34
Grade 5		12.07	13.85		56.90	63.08		31.03	23.08
Grade 6		12.31	7.14		61.54	62.50		26.15	30.36
All Grades		10.24	11.29		58.27	57.66		31.50	31.05

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Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.35	10.61		74.60	74.24		19.05	15.15
Grade 4		11.76	8.20		67.65	72.13		20.59	19.67
Grade 5		10.34	10.77		75.86	75.38		13.79	13.85
Grade 6		10.77	3.57		75.38	89.29		13.85	7.14
All Grades		9.84	8.47		73.23	77.42		16.93	14.11

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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	18.18		63.49	59.09		30.16	22.73
Grade 4		14.71	6.56		66.18	72.13		19.12	21.31
Grade 5		12.07	12.31		67.24	66.15		20.69	21.54
Grade 6		10.77	16.07		72.31	60.71		16.92	23.21
All Grades		11.02	13.31		67.32	64.52		21.65	22.18

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Conclusions based on this data:

1. As a school, we are working to improve best first instructional practices, Tier I support for all learners. Our students demonstrate areas of need in academic areas and social-emotional support post-pandemic. Our students in English Language Arts are making slow progress. Overall, student groups are performing 31 points below standard, and ELs and the Socioeconomic student population demonstrated a decline of 3. All students and Hispanic students scored maintained in orange decline of 0.1%. Our English Language Learners are performing 49 points below standard; however, compared to statewide results, we are performing 12.2 points higher than the average. Strategies to support the improvement of student achievement include moving our student population groups from orange to green by an increase of 10 points to move our school into green.

    Our students with disabilities increased significantly from the previous year and are scoring in yellow, but our goal is to continue to support and move.

    Our Reclassified students are scoring 7.1 points below standard. Our English-only students are scoring 20.2 points below standard, and our students with disabilities are scoring 92 points from standard, which is higher than the state score of 47.3 by 5.3 points. Based on our data, targeted Tier II supports are provided to some students. This year, a focus was on early targeted interventions. 66% of our staff offered Tier II support to our students outside the school day.

    Data-driven discussions and discourse have occurred in academic conferences, which happen twice a year. Creating action plans to support student learning gaps and providing interventions resulting from academic conferences, we now have a Wellness Team. Wellness Team meetings occur monthly to follow up on Tier II and Tier III action plans and communicate with staff.

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

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled 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
Grade 3	69	64	66	0	64	66	0	64	66	0.0	100.0	100.0
Grade 4	58	72	61	0	71	61	0	71	61	0.0	98.6	100.0
Grade 5	71	58	67	0	58	67	0	58	67	0.0	100.0	100.0
Grade 6	63	65	57	0	65	56	0	65	56	0.0	100.0	98.2
All Grades	261	259	251	0	258	250	0	258	250	0.0	99.6	99.6

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2409.		3.13	10.61		31.25	19.70		25.00	40.91		40.63	28.79
Grade 4		2445.	2423.		12.68	3.28		19.72	9.84		36.62	45.90		30.99	40.98
Grade 5		2468.	2460.		6.90	7.46		20.69	22.39		29.31	22.39		43.10	47.76
Grade 6		2504.	2474.		9.23	3.57		20.00	19.64		30.77	21.43		40.00	55.36
All Grades	N/A	N/A	N/A		8.14	6.40		22.87	18.00		30.62	32.80		38.37	42.80

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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	12.12		50.00	51.52		42.19	36.36
Grade 4		19.72	8.20		47.89	47.54		32.39	44.26
Grade 5		5.17	8.96		50.00	47.76		44.83	43.28
Grade 6		12.31	1.79		50.77	39.29		36.92	58.93
All Grades		11.63	8.00		49.61	46.80		38.76	45.20

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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	15.15		50.00	56.06		39.06	28.79
Grade 4		7.04	4.92		59.15	52.46		33.80	42.62
Grade 5		6.90	5.97		60.34	61.19		32.76	32.84
Grade 6		9.23	5.36		60.00	44.64		30.77	50.00
All Grades		8.53	8.00		57.36	54.00		34.11	38.00

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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	12.12		62.50	62.12		28.13	25.76
Grade 4		8.45	4.92		60.56	55.74		30.99	39.34
Grade 5		8.62	5.97		60.34	58.21		31.03	35.82
Grade 6		12.31	5.36		56.92	58.93		30.77	35.71
All Grades		9.69	7.20		60.08	58.80		30.23	34.00

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Conclusions based on this data:

1. Based on the overall achievement of our students, 52% nearly met the standard.

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

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1408.3	1411.5	1410.5	1432.8	1430.0	1432.1	1351.0	1368.4	1359.8	44	47	57
1	1430.7	1449.8	1442.4	1461.6	1479.6	1477.9	1399.4	1419.6	1406.5	32	32	33
2	1475.8	1467.4	1493.2	1487.0	1494.7	1506.2	1464.1	1439.7	1479.6	36	32	34
3	1511.1	1485.5	1487.3	1517.5	1488.0	1495.4	1504.1	1482.4	1478.8	19	32	26
4	1484.4	1529.3	1509.5	1485.3	1533.2	1512.4	1483.0	1524.8	1506.2	24	12	28
5	1527.0	1554.3	1510.2	1519.2	1547.5	1502.6	1534.5	1560.5	1517.4	24	22	11
6	1537.9	1550.4	1542.0	1541.2	1554.8	1539.5	1534.3	1545.4	1543.9	18	19	13
All Grades										197	196	202

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Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.82	8.51	8.77	31.82	38.30	38.60	43.18	36.17	31.58	18.18	17.02	21.05	44	47	57
1	3.13	6.25	12.50	28.13	43.75	31.25	34.38	28.13	28.13	34.38	21.88	28.13	32	32	32
2	11.11	12.50	11.76	52.78	40.63	55.88	19.44	31.25	29.41	16.67	15.63	2.94	36	32	34
3	26.32	15.63	11.54	42.11	40.63	38.46	26.32	21.88	30.77	5.26	21.88	19.23	19	32	26
4	4.17	33.33	14.29	29.17	41.67	53.57	45.83	25.00	14.29	20.83	0.00	17.86	24	12	28
5	20.83	40.91	27.27	45.83	45.45	27.27	29.17	9.09	18.18	4.17	4.55	27.27	24	22	11
6	22.22	31.58	23.08	50.00	47.37	61.54	16.67	21.05	15.38	11.11	0.00	0.00	18	19	13
All Grades	11.68	17.35	12.94	39.09	41.84	43.28	31.98	26.53	26.37	17.26	14.29	17.41	197	196	201

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	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
K	11.36	25.53	22.81	54.55	29.79	31.58	18.18	29.79	26.32	15.91	14.89	19.30	44	47	57
1	25.00	34.38	40.63	34.38	40.63	21.88	34.38	25.00	21.88	6.25	0.00	15.63	32	32	32
2	36.11	40.63	35.29	44.44	40.63	50.00	8.33	15.63	14.71	11.11	3.13	0.00	36	32	34
3	57.89	28.13	38.46	31.58	43.75	42.31	5.26	12.50	7.69	5.26	15.63	11.54	19	32	26
4	8.33	58.33	57.14	58.33	41.67	25.00	20.83	0.00	10.71	12.50	0.00	7.14	24	12	28
5	37.50	59.09	45.45	58.33	27.27	27.27	4.17	9.09	0.00	0.00	4.55	27.27	24	22	11
6	33.33	68.42	38.46	44.44	21.05	53.85	16.67	10.53	7.69	5.56	0.00	0.00	18	19	13
All Grades	27.41	39.80	36.82	47.21	35.20	34.83	16.24	17.86	16.42	9.14	7.14	11.94	197	196	201

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	Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K		4.26	0.00		6.38	15.79		59.57	45.61		29.79	38.60		47	57
1		6.25	0.00		21.88	6.25		18.75	46.88		53.13	46.88		32	32
2		3.13	5.88		31.25	44.12		25.00	26.47		40.63	23.53		32	34
3		12.50	7.69		15.63	23.08		37.50	26.92		34.38	42.31		32	26
4		0.00	3.57		66.67	32.14		8.33	39.29		25.00	25.00		12	28
5		22.73	9.09		40.91	18.18		27.27	27.27		9.09	45.45		22	11
6		5.26	7.69		42.11	15.38		42.11	76.92		10.53	0.00		19	13
All Grades		7.65	3.48		25.51	22.39		35.20	40.30		31.63	33.83		196	201

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| 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
K	20.45	28.26	15.79	68.18	58.70	64.91	11.36	13.04	19.30	44	46	57
1	28.13	50.00	46.88	71.88	50.00	43.75	0.00	0.00	9.38	32	32	32
2	36.11	37.50	47.06	55.56	56.25	52.94	8.33	6.25	0.00	36	32	34
3	36.84	40.63	15.38	57.89	43.75	73.08	5.26	15.63	11.54	19	32	26
4	33.33	83.33	14.29	54.17	16.67	75.00	12.50	0.00	10.71	24	12	28
5	25.00	22.73	36.36	70.83	63.64	36.36	4.17	13.64	27.27	24	22	11
6	27.78	21.05	30.77	61.11	68.42	69.23	11.11	10.53	0.00	18	19	13
All Grades	28.93	37.44	27.86	63.45	53.33	60.70	7.61	9.23	11.44	197	195	201

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| 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
K	13.64	14.89	33.33	65.91	61.70	49.12	20.45	23.40	17.54	44	47	57
1	12.50	9.38	40.63	71.88	84.38	37.50	15.63	6.25	21.88	32	32	32
2	33.33	43.75	50.00	61.11	53.13	50.00	5.56	3.13	0.00	36	32	34
3	57.89	50.00	42.31	42.11	31.25	50.00	0.00	18.75	7.69	19	32	26
4	29.17	41.67	67.86	54.17	58.33	25.00	16.67	0.00	7.14	24	12	28
5	58.33	81.82	63.64	41.67	13.64	9.09	0.00	4.55	27.27	24	22	11
6	66.67	68.42	69.23	27.78	31.58	30.77	5.56	0.00	0.00	18	19	13
All Grades	33.50	38.78	47.26	55.84	50.51	40.80	10.66	10.71	11.94	197	196	201

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	0.00	4.35	0.00	63.64	67.39	78.95	36.36	28.26	21.05	44	46	57
1	15.63	15.63	3.13	18.75	21.88	31.25	65.63	62.50	65.63	32	32	32
2	30.56	3.13	23.53	41.67	53.13	58.82	27.78	43.75	17.65	36	32	34
3	10.53	6.25	3.85	63.16	40.63	46.15	26.32	53.13	50.00	19	32	26
4	0.00	0.00	10.71	62.50	75.00	57.14	37.50	25.00	32.14	24	12	28
5	20.83	22.73	9.09	58.33	63.64	54.55	20.83	13.64	36.36	24	22	11
6	11.11	10.53	15.38	44.44	47.37	38.46	44.44	42.11	46.15	18	19	13
All Grades	12.69	8.72	7.96	49.75	51.28	56.72	37.56	40.00	35.32	197	195	201

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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
K	15.91	8.51	14.04	27.27	55.32	36.84	56.82	36.17	49.12	44	47	57
1	0.00	3.13	0.00	46.88	65.63	62.50	53.13	31.25	37.50	32	32	32
2	8.33	12.50	8.82	58.33	62.50	67.65	33.33	25.00	23.53	36	32	34
3	31.58	12.50	11.54	57.89	75.00	65.38	10.53	12.50	23.08	19	32	26
4	0.00	8.33	25.00	62.50	75.00	53.57	37.50	16.67	21.43	24	12	28
5	20.83	40.91	18.18	62.50	59.09	45.45	16.67	0.00	36.36	24	22	11
6	22.22	26.32	30.77	77.78	73.68	69.23	0.00	0.00	0.00	18	19	13
All Grades	12.69	14.29	13.43	52.28	64.80	54.73	35.03	20.92	31.84	197	196	201

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Based on the ELPAC (English Learner Performance Assessment for California), 43.82% of the EL students are at level 3 overall, which is an increase. This suggests that Beamer should continue current strategies to support English acquisition and explore strategies that support English learners during 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
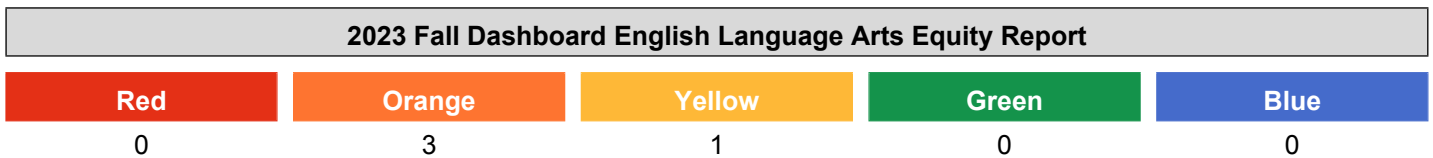
California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
510	**74.9**	**42**	**0.2**
Total Number of Students enrolled in Beamer Park Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	214	42
Foster Youth	1	0.2
Homeless	2	0.4
Socioeconomically Disadvantaged	382	74.9
Students with Disabilities	76	14.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
Asian	1	0.2
Hispanic	468	91.8
Two or More Races	9	1.8
White	25	4.9

Conclusions based on this data:

1. Our largest student group at this school is our Hispanic students, who comprise 91.8% of our student population.

2. Based on our data, our second largest population is the socioeconomically disadvantaged group, at 74.9%, followed by our English Language Learner Population, at 42%.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The data shows that Beamer students perform in the orange in all academic areas, indicating a need to improve first instruction.

2. Suspension is also in the orange, implying improved PBIS implementation and restorative practices are needed.

School and Student Performance Data

Academic Performance
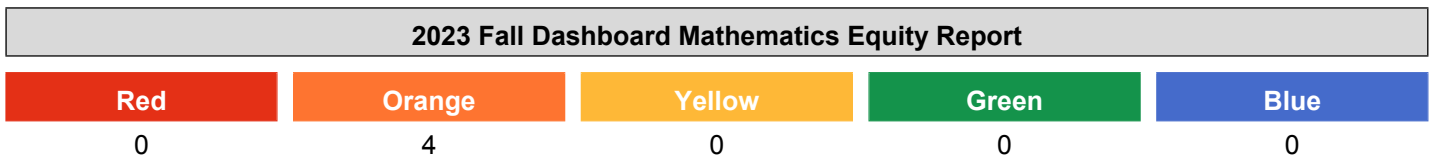### English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	1	0	0

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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
31 points below standard	57 points below standard	0 Students
Maintained +0.1 points	Decreased -8 points	
248 Students	116 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Yellow
0 Students	46 points below standard	68 points below standard
	Decreased -4.3 points	Increased Significantly +24.1 points
	190 Students	43 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Less than 11 Students	No Performance Color
0 Students	0 Students	1 Student	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	76.8 points above standard
37.4 points below standard	2 Students	0 Students	Increased Significantly +17.7 points
Maintained -2.1 points			13 Students
230 Students			

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
110.3 points below standard	4.1 points above standard	15.3 points below standard
Decreased Significantly -16.1 points	Increased +11.2 points	Increased +4.9 points
62 Students	54 Students	97 Students

Conclusions based on this data:

1. There is a trend of the same subgroup of students showing deficiencies and areas of need in ELA. We have students in four subgroups scoring in orange. We plan to focus on supporting the students in the orange subgroups: English Learners, socioeconomically disadvantaged, Hispanic, and Students with Disabilities. English-only students averaged 15.3 points below standard, an increase of 4.9 points. In comparison, our English Learners performed 49.2 points below standard, students with disabilities performed 68 points below standard, and our Reclassified students performed 4.1 points above standard.

2. English Learners and students with disabilities continue to be areas of focus and require support. A concerted focus on improving the use of integrated English Language Development (ELD) will ensure that the ELA curriculum is scaffolded to support the needs of our EL students during core instruction.

3. All staff have received Professional Development in best practices for meeting the needs of all learners. We have also partnered with CABE Project Promesa to support instructional practices for all learners. All staff have received professional development this year with Solution Tree and Professional Learning Communities.

School and Student Performance Data

Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
57.2 points below standard	74.8 points below standard	0 Students
Decreased -13 points	Decreased -14.2 points	
248 Students	116 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
0 Students	70.2 points below standard	90.9 points below standard
	Decreased Significantly -16.7 points	Maintained -1.9 points
	190 Students	43 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	Less than 11 Students	No Performance Color
0 Students	0 Students	1 Student	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Orange	Less than 11 Students	No Performance Color	34 points above standard
62.9 points below standard	2 Students	0 Students	Decreased -7.5 points
Decreased -14 points			13 Students
230 Students			

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.9 points below standard	44.9 points below standard	46.5 points below standard
Decreased -13.6 points	Decreased -9.1 points	Decreased Significantly -15.9 points
62 Students	54 Students	97 Students

Conclusions based on this data:

1. Overall, Beamer students decreased in Math by 13 points, scoring 57.2 points below standard. The data shows that most subgroups decreased in mathematics.

2. Students with disabilities maintained at 90 points below standard. Continued professional development for staff is needed to implement the best first instruction and strategies to support all groups of students.

3. Math instruction is an area of need for Beamer, which will be addressed in Goal 2, along with continued Professional Development and early intervention.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
50.7 points above standard making progress towards English language proficiency
Number of EL Students: 140 Students
Performance Level: 3
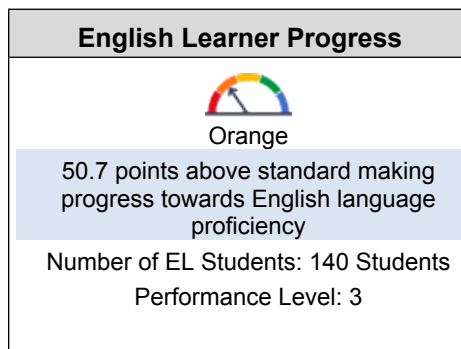
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 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
22	47	1	70

Conclusions based on this data:

1. Currently, there are 140 English Learners at Beamer. 50.7% of Students are making progress towards English Language proficiency.

2. 22 students decreased their English Learner Progress Indicator Level (ELPI). EL progress monitoring meetings occur every trimester, which identify each of these students, the need to continue, and the development of a specific plan to address the slide. Data chats have also been part of student monitoring with the students and parents.

3. Based on the data, a renewed focus needs to be placed on our English Learners, English Language Development instruction, and continued progress monitoring in academic conferences and Professional Learning Communities (PLC).

School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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.

2023 Fall Dashboard College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

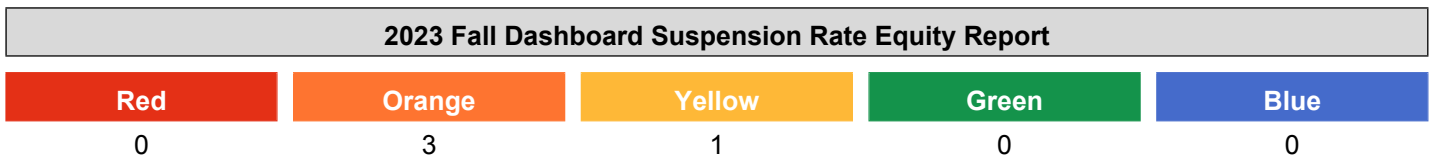## Academic Engagement
Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
21.3% Chronically Absent	24.1% Chronically Absent	
Declined Significantly -6.6	Declined Significantly -5.7	1 Student
512 Students	216 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
	23.9% Chronically Absent	20.2% Chronically Absent
3 Students	Declined Significantly -7.9	Declined -9.3
	385 Students	94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	No Performance Color
1 Student	0 Students	1 Student	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	13.3% Chronically Absent	No Performance Color	12% Chronically Absent
22.1% Chronically Absent	0	0 Students	Increased 2.3
Declined Significantly -7.2	15 Students		25 Students
470 Students			

Conclusions based on this data:

1. 21.3% of students are chronically absent. The data shows that we have three subgroups scoring in yellow, and there is a decline in absenteeism from the previous year, demonstrating growth. Our English Learners and Socioeconomically disadvantaged declined by 5.7 % and 7.9 %, respectively. Our Hispanic students also are in yellow and declined by 7.2%. One subgroup is in orange, our students with disabilities, with a decline of 9.3 %. 22.1% of Hispanic students are chronically absent, while 12% of our White subgroup students.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

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

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	1	0	0

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Less than 11 Students
1.4% suspended at least one day	0.9% suspended at least one day	1 Student
Increased 0.6	Increased 0.5	
517 Students	217 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	Orange
3 Students	1.8% suspended at least one day	1.1% suspended at least one day
	Increased 1.3	Increased 1.1
	388 Students	94 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.5% suspended at least one day Increased 0.6 474 Students	0% suspended at least one day 15 Students	No Performance Color 0 Students	0% suspended at least one day Maintained 0 26 Students

Conclusions based on this data:

1. The data shows that there are 3 subgroups falling in the orange in suspension. In orange, we see all students, socioeconomically disadvantaged, Hispanics, and students with disabilities.

2. All subgroups have a suspension rate scoring of 1.4%, which is a 0.6% increase.

3. Beamer is implementing a socio-emotional curriculum and de-escalation strategies to improve student outcomes. Site and district staff have provided professional development in restorative practices and trauma-informed care to all staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Based on our comprehensive needs assessment and input from our educational partners, we concluded that preparation for college and career readiness must begin in elementary school as well as continue to focus on Pathways for Biliteracy and offer Visual and Performing Arts (VAPA) with an emphasis in Multicultural Competencies as aligned in the pillars for Dual Immersion Instruction.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

| Number of students who participate in VAPA (Visual and Performing Arts). | This year, 100% of our students participated in visual and performing arts instruction and integration. Teachers integrated art lessons across disciplines to celebrate self-expression, cultural diversity, and language acquisition.

2023-24 This year we had over forty students in grades 4-6 participate in our Music Programs, 33 students participated in band class and 31 students participated in strings.

Students in 4-6 receive violin or band instruction during the school day. This year teachers have integrated the Arts into their classroom instruction. 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 Día de Los Muertos art activities, self-portraits or watercolors.

In 2022-23 there were 17 students participated in band and 20 students participated in strings, there was also change in instructors. During this year, there were over 40 students in grades 4-6 who participated in Music Programs. This year we also have a teaching artist provide art instruction to all classrooms and support the classroom teacher. We had 100% participation with partners at Yolo Arts.

in 2021-22 students in grades 4 receive music instruction in strings, while students in 5-6 participate in band instruction. This year 9 classroom teachers received Art instruction from a teaching artist due to a grant from Yolo Arts. Teachers integrated arts across the disciplines and served as teacher leaders for their grade level teams.

Ballet Folklorico was offered to students in grades 1-6 and instruction was provided afterschool. Ballet Folklorico is in our second year of instruction post pandemic. In 2022-23 we had 94 students sign up and 70 students remained in our Ballet Program. | Maintain art integration according to our standards-aligned instructional practices in all classrooms. Increase strings and band participation to 10 students and continue all students' participation in Visual and Performing Art projects, integrated instruction, and college and career activities. |

	This year is our second year of Ballet Folklorico, and we currently have 116 students who signed up and approximately 75-80 which continue to perform. Students in Ballet performed this year at the local Cesar Chavez celebration, Woodland Community College, TANA and school events.	
Number of Pathway awards for Biliteracy (Dual Immersion schools only).	This year, we have 38 students identified as completing the pathways for Biliteracy, 26 of whom are 6th and 12 are 4th graders. We have reclassified 25 students this year in grades TK-6. In 2022-23, 33 students were identified (5 Kinder, 9 -4th grade, and 19 -6th graders) completing the pathways for Biliteracy, and 25 students were reclassified. 2021-22 No data.	We aim to increase our English Language Learning Progress Monitoring by 5% to increase the number of students ready for reclassification. We would like to see an increase of 10 students reclassifying next year. Currently, we have 185 ELs; 54 are RFEPs, which are being monitored. 26 students are on the pathway to Seal of Biliteracy this year, and 22 are on watch to become Long-Term English Language Learners.
College and Career Readiness Activities	New metric Students in grades TK-6 participate in college and career readiness activities this year. This is a 100% participation for our school. Each teacher selects a university or institution of higher learning, school-wide, to expose our students to college and career pathways. Each class, along with their teacher, decorates their classroom door and has a summary of the college/university, which is presented to students. Students and their teachers experience a "college tour" on our campus and have guests speak and engage in discussions about post-secondary education pathways.	Maintain a school-wide focus on career and college readiness. Teachers also share their personal stories about which college they attended and why. A positive role model is essential in student achievement and in fostering personal connections with staff. Inviting community members and guests to speak about their profession and the pathway to higher education is key for us.
Guest Speaker events	New metric This year, we hosted guest readers in every classroom for Read Across America Week to expose students to diverse genres of multicultural literature and engage students in rich dialogue about different career choices and pathways. Our guests included but were not limited to the Board of Trustees, the Mayor of Woodland, Members of our WPD and WFD, News Anchor/ Author Leticia Ordaz, and Singer/Songwriter Fyutch. We also hosted a Literacy Night for parents and students, where Leticia Ordaz came to	We hope to increase and host at least 4 speakers, presentations, and school assemblies throughout the year. This year, we have hosted multicultural assemblies to celebrate diversity and multicultural competencies, which align with the Guiding Principles for Dual Language Instruction.

	share her story, and students received copies of her book. Teachers also participated in Literacy activities that could be completed at home.		

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide students with a well-rounded education, access to visual and performing arts, Science, Technology, Engineering, and Mathematics (STEAM), and exposure to college and career readiness opportunities. Provide resources to create opportunities for students to engage in College and Career Readiness activities. Teachers each adopted a college per class at the start of the year, teaching students about their selected university. Students will improve their awareness of various colleges and careers as they understand post-secondary educational pathways. We will continue to support students in accessing college and career readiness through AVID-like skills, college and career week, and college t-shirt Tuesdays to build a culture on campus. Provide each class an opportunity to engage students in an Art integrated lesson based on resources shared via Professional Development or resources in the weekly bulletin to staff, Yolo Arts Collaboration with the Pence Gallery, which would teach an art lesson to each class at Beamer TK-6 to create artwork based on the VAPA Standards. Students and teachers engaged in lessons that integrated visual arts and worked with oil pastels. All students in grades 4-6 will also be provided with an opportunity to take an instrumental band or strings. Students in grades TK-6 have the opportunity to join Ballet Folklorico after school. All students and teachers also participated in Dance instruction with FORXA Dance Company in grades TK-6 and will perform at this year's Kermes in May. Continue to: • Provide access to strings, band, Ballet Folklorico, 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)	All students will be served by this activity with an emphasis on English learners and students with disabilities.	500 Supplemental/Concentration

- Read Across America Activities, Supplies and Diverse Guests
- Buddy Classroom Presentations/Planning Time
- Sixth-grade camp transportation
- Materials to support program goals
- Personal Goal Setting T-shirts for students who reach their personal, measurable goals (achievement in reading, math, or language development)
- Student Clubs on Campus (Chess, Kindness, Harry Potter, Gardening, Art, Legos, etc)
- Planning Time for Professional Learning Community (PLC)
- College and Career Materials
- Materials and Art Supplies
- Extended Duty
- School Newspaper
- Art Professional Development (Instructors)
- Ballet Folklorico Instructor and maintenance of costumes
- AVID Supplies 2-6th
- Achievement Medals for Monthly Assemblies to recognize attendance and achievement.
- STEAM for Girls (5th Grade Students Transportation) Collaboration with UC Davis
- Guest Speakers to Visit classes or School-Wide Assemblies
- Career Day/Week

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

In 2020-21, due to COVID, we were unable to have in-person guests or professional development, which has changed significantly over three years. Upon returning to in-person instruction, we hosted 3 assemblies with guests that academic school year.

Teachers participated in Arts integration lessons in 2023-24, which afforded teachers the opportunity to continue integrating art across the disciplines, another method of providing instructional and creative support for all learners. Teachers also engaged in implementing the VAPA standards and collaborated on units that were integrated into units of social studies, literature, science, and ethnic studies.

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

Teachers, students, and families will have the opportunity to provide input and feedback on new projects happening at Beamer through the Cool Schools program, where an open house will be hosted to provide input for families on upcoming projects that will help improve our school for our students and staff while remaining eco friendly. We are also partnering with UCD and TANA to add a new mural to our campus.

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

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

This year, in attempting to integrate ceramics into our Art instruction, our site kiln had to be repaired and relocated, which brought on an unexpected expenditure. In collaboration with the Maintenance and Operations Department, this task was completed midyear. Yolo Arts ceramicist Mark Abelgard will provide staff professional development, and a lead teacher will be selected to support kiln use on campus.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Through our comprehensive needs assessment and deep data dive, demonstrated needs in social-emotional support, mathematics, language arts, and language development in both languages were identified as needed.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA (English Language Arts) and Math Academic Indicator.	For the 2023-24 Dashboard, Beamer scored below standard (orange) for ELA but maintained from the previous year. Our English Learners declined, as did our Socioeconomically Disadvantaged students, while our Hispanic students maintained. Our students with Disabilities increased by 24 points and scored in yellow. Beamer scored orange in Math, which is below standard and declined from the previous year. For the 2022-23 Dashboard, Beamer scored low, below standard for ELA, and yellow in Math. (previously known as orange and yellow, respectively) 21-22: no data available	Beamer will move to high, at or above standard, for ELA and Math.
Performance Level on English Learner Progress Indicator (ELPI)	50.7 % of our English learners are progressing towards English proficiency, putting Beamer in the high progress band. This is a 6% decrease from the previous year. At the same	58% of English learners are progressing towards English proficiency, putting Beamer in the high progress band.

	time, 33.6% Maintained their performance level. 2022-23 56.7 % of our English Learners demonstrated progress towards English Proficiency. 21-22: no data available	
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA)	In Language Arts, our students scored low, 31.1 points below standard, with 36% meeting or exceeding the standard and 28% nearly meeting it. 2022-23 In Language Arts, our students scored low, 31.1 points below standard, with 37% of students meeting or exceeding standard. 21-22: no data available	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, 57.2 points below standard on CAASPP, a decline of 13 points, with 31.01% of students meeting or exceeding standard. In 2022-23 Math, our students scored low, 44.1 points below standard on CAASPP, with31.01% of students meeting or exceeding standards. 21-22: no data available	35% of students will meet or exceed standards on the Math CAASPP
Percentage and number of students who are chronically absent	21.3 % of students were chronically absent in 2023-24, a 6.6% decline. Promoting attendance schoolwide and celebrating monthly attendance at assemblies has helped. In 2022-23, 27.9 % of students were chronically absent. 21-22: no data available	Reduce the percentage of students chronically absent by 5%
Student sense of safety and school connectedness	The Healthy Kids Survey measured that 81% of the students surveyed feel safe and connected. In comparison, 89% felt supported academically, and 89% felt they had social and emotional support on campus. In 2022-23, 80% of students feel safe and connected, according to the Healthy Kids Survey taken by 5th graders.	Our goal is to increase the number of students who feel safe and connected by continuing to implement our PBIS program, working on restorative practices, fostering authentic relationship building to 90%, and including students' voices by creating leadership roles and opportunities through the student council.

	21-22: The Healthy Kids Survey, taken by 5th graders, shows that 80% of students feel safe and connected.	
Suspension rate	Currently, 1.4 % of students are suspended, an increase of 0.6%. In 2022-23, 0.8% of students were suspended. In 2021-22, 0.8% of students were suspended, and pandemic suspension rates remained low.	Maintain low suspension through social-emotional learning support and provide staff training to support challenging behavior.
Parent/family satisfaction on Healthy Kids Survey, on key indicators	Our survey results indicate that 84% of our students are thankful to attend Beamer Park Elementary. 81% of students reported they feel that they have a person in school who cares for them. Parents were given the opportunity to complete the survey online. Students completed a survey, and we had over 220 responses from students in grades 2-6. Students in grades TK-1 completed the survey as a whole class, allowing 100% participation in the student survey to provide feedback to students, staff, and families. 2022-23 no data available 2021-22 This year, we had some challenges with the California Healthy Kids Survey parent input due to virtual responses. However, every 5th-grade class had time allocated during the school day to complete it.	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)	This year, 37% of students are making adequate progress growth in Reading based on our iReady targets. This is a 2% improvement from last year. 26% of students are making sufficient progress in Math. This is a 2% improvement from last year. 2022-23: 55% of students are making adequate progress in reading based on our iReady targets, and 55% of students are making adequate progress in Math. 21-22 35% of students are making adequate progress growth in Reading based on our iReady targets. 24% of students are making adequate progress in Math.	45% of students will be making adequate progress growth in Reading based on our iReady targets. 30% of students will be making sufficient progress in Math.

| Performance Level on California Spanish Assessment (CSA) | New metric
Baseline: Mean Scale
3rd: 344.2 (range 1)
4th: 444.8 (range 1)
5th: 545.5 (range 1)
6th: 648.4 (range 1) | The goal is to increase our mean of 10 pts on CSA, moving our achievement to Level 2. |
| Self Evaluation for Professional Learning Community (PLC) Implementation (1-10), with 1 signifying lack of implementation, 5 signifying initial implementation, and 10 signifying full implementation | Our staff began year one of PLC work this year. Each grade level team completed a self-evaluation of where they believed they were in understanding what PLC work is. Teams also completed a self-assessment, which demonstrated varied responses. Along with our work with Project PROMESA, teachers are working in collaboration, but the goal is to have all teachers following the PLC model of implementation and cycle of inquiry. This year, the staff average score placed our teachers at an average of 8 on the implementation tool completed. | The goal is to continue to aim for 100% of implementation and grow in the process. |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Each student's individual social-emotional and academic needs will be met through quality first instruction, enrichment, and intervention in a safe and supportive environment: • Prof Development for staff in the area of Social Emotional Support along with supporting Behaviors • -Hire 0.5 Intervention Staff to provide support to Tier II academic areas of concern to support student achievement based on data • Implementation of Social Emotional Learning curriculum, daily class meetings, calming kits for each classroom, and check-ins with students • Purchase Social Emotional Learning supplemental curricular resources in the form of literature and resources for teachers/classrooms • Flexible Seating, bands, weighted blankets/stuffed animals, and fidgets for every classroom • Teacher Collaboration • Professional Learning Community Professional Development for staff and leadership team • PBIS (Positive Behavior Intervention and Support) schoolwide training and implementation of a digital platform,	All Students, with a focus on improving the academic outcomes for all students by focusing on Best-First Instruction and Multi-tiered Systems of Support, be they academic or social-emotional.	53,926 Supplemental/Concentration 40843 Title I Part A: Basic Grants Low-Income and Neglected

Youth Advisory Council, Conflict Managers, Student Council, Clubs (Ex. Legos, Book Club, Art, Mindfulness, Express Yourself Dance Club)
- Rock Painting for SEL support and Kindness club to add a rock garden to our campus
- maintenance of the garden area around the Banca de Bondad/ Buddy Bench
- PBIS Beamer Prime Student Store (store items for students)

Attendance Plan
- Attendance Assemblies; Parent engagement speaker about the importance of being at school daily and on time
- Student Recognition incentives in the area of Attendance (postcards to mail to families, postage, awards, medals, pencils to recognize students, T-shirts)
- Renaissance Program to promote literacy in two languages
- Brain Pop
- Increase in Library Time for student access
- Professional Development for Library technician
- 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 the Dual Immersion Program (bilingual resources, materials for staff to support dual immersion instruction)
- 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 and Release Time for every teacher/grade level (Planning, Data Analysis, Instructional Rounds)
- Instructional Rounds: CABE (California Association of Bilingual Educators) Project Promesa and PLC work

Annual Review

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

Analysis

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

Overall, staff have received professional development in all areas, including Social Emotional Support and the Second Step Curriculum implementation. This professional development has allowed students to participate in daily class meetings and have daily check-ins with our digital PBIS platform and physical check-ins with teachers, admin, and site counselors, as needed. Our Wellness Team, which includes our school counselor, psychologist, behavior specialist, social worker, and special education team, meets regularly to monitor our campus's Tier II and Tier III needs. This has been instrumental in supporting student and family needs while providing services as needed to our students, staff, and community.

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

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

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

Instructional rounds have been critical for teacher leaders visiting classrooms and looking for evidence of implementing the key strategies outlined in our work with Project PROMESA. Teacher leaders collect evidence, take pictures, and present findings to all staff, allowing us to reflect upon dual language instructional practices. Our quantifiable data has been collected all year long and shared with staff. We consistently do great in some areas and could improve in others, which we will continue to address through our Professional Learning Communities.

In an analysis of our iReady data, teachers and specialists will have opportunities to take a closer look and have a better understanding of what student needs are and provide Tiered Interventions. In grades TK-3, providing support through the Literacy Paraprofessionals to students with small group instruction based on iReady data and teacher input has been imperative.

Schoolwide data shows that in Reading, 91% of our students are making strides toward growth to reach the annual typical growth targets by grade level. However, we do see our students who are English Learners and have Learning Disabilities who require additional scaffolded support.
iReady Math data shows that 70% of our students schoolwide are making strides toward growth to reach the annual typical growth targets by grade level.

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

A significant change in our SPSA for the upcoming year is adding a .5 Title I teacher to combine with the .5 ELS position to support teachers in data analysis and Tier II support for grades that need additional support. In collaboration with teachers, the ELS and Title I teacher will provide Tier II support and data analysis and meet quarterly in Professional Learning Communities to review student progress and draft action plans.

Adding 1.0 FTE will support moving our students who are performing two grades or more below grade level in i-Ready closer to grade-level proficiency. We plan to move 10% of our students to reaching their academic growth targets in English Language Arts, Mathematics, and Spanish.

Our weekly wellness team meetings have also been an addition this year to monitor student needs on campus and provide support for teachers. We plan to continue to monitor 100% of student referrals that come in via a Google document called "Wellness Ticket" on campus via the wellness team. The change in staffing this year has made it challenging, but it is an area of priority for student achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners (EL)	26 students were reclassified in 2023-24. 5.5% of students were reclassified in 2023-24. 25 students were reclassified in 2022-23, and 7.5% were reclassified in 2022-23. 30 students were reclassified in 2020-21.	We shall increase the percentage of students reclassified by 4.5%, resulting in a rate of 10% of students being reclassified.
English Learner Progress Indicator (ELPI)	In 2023-24, the Dashboard reflects that 50.7% of English Learners are making progress toward reclassification. This is a 6% decline from the previous year. In 2022-23, the Dashboard reflects that 43.8% of our English Learners are progressing toward reclassification. 21-22: ELPAC was suspended due to COVID in 2021	Students continue to grow towards English proficiency by 50%.
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.	Increase each subcomponent by 0.5 and the average in principle 1 to 3.5.

| | 3.5 School climate is affirming, inclusive, and safe.
3.0 Strong family and school partnerships
2.0 Supporting English Learners with Disabilities
Average 2.9

In our work with CABE Project PROMESA, we are in year three of our grant. Beamer works to embed the work as a Professional Learning Community while implementing the EL Roadmap and the Guiding Principles of Dual Language Instruction. Currently, 100% of staff participates in Professional Development to support our work implementing principle 1. As a school, Beamer has scored an average of 90% complete understanding and implementation, which also shows alignment in our work with monitoring and understanding language and culture as an asset of the EL Roadmap.
2022-23 100% of our staff also participated in professional development provided by CABE in implementing the EL Roadmap and the critical role and guidance this provides with understanding the Guiding Principles for Dual Language Instruction. Our teachers were included to participate in the Californians Together video, which highlights the work and implementation of the EL Roadmap. Being part of this project was instrumental in highlighting the success of our dual immersion program at Beamer.
2021-22 The staff at Beamer worked on unpacking the EL Roadmap this year while site and district leadership were in the planning stage in year one of CABE Project PROMESA. 100% of our staff participated in district professional development on the EL Roadmap. | |
| Percentage of English Learner students who reach growth targets on iReady in Reading and Math. (elementary only) We will hope to gain support from district professional development in implementing iReady in Espanol. | 26% of English Language Learners are progressing towards growth targets on iReady assessments in Math. 37% of English Language Learners are progressing towards growth on iReady assessments. We hope to be able to use the iReady in espanol to support student progress in Spanish. | We shall increase student performance by 5% in English Language Arts and Math. We want to be able to integrate iReady in espanol data in goal setting as well. |

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Accelerate the academic achievement and English proficiency of each English Learner through an assets-oriented approach and rigorous instruction. Increase the performance of English language learners in ELA and math by implementing targeted interventions and scaffolds, building solid relationships with students and families, and closely monitoring student progress and English learner progress monitoring. • Intervention Instructor(s) This year, we provided over 12 intervention groups to students in grades TK-6. • Release Time for student progress monitoring/academic conferences/data analysis • Professional Development for teachers and literacy paras and paraprofessionals • 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 (resources) • Project 2Inspire for parents • Professional Development in looking at English Learner Roadmap and integration of English Language Development • Looking at the EL RoadMap 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 training/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	English Learners	4800 Supplemental/Concentration 879 Title I Part A: Parent Involvement

	• CABE for staff and parents (ELAC)		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

In collaboration with CABE Project PROMESA, our teachers have been implementing the EL Roadmap and effective Key Strategies for dual language instruction. By providing teachers with feedback after quarterly instructional rounds, we hope to adjust instructional practices as the data reflects. One area of improvement we have seen all year is allowing students ample opportunities to engage in rigorous dialogue about content. Teachers have worked collaboratively to create units of study with sentence frames and graphic organizers to support student growth across the disciplines.

One effective strategy was aligning school-wide dual immersion instructional practices, grades tk-6, with those of our sister dual immersion schools. There was more cohesion in looking at best practices and collecting data and student work samples to bring back to PLCs to discuss student progress as a team. Being intentional about our dual immersion agreements has proven effective in guiding the work.

EL Specialist will continue to participate in professional development to work collaboratively with teachers and monitor our English Language Learners throughout the year while maintaining high expectations for all learners with rich rigor and scaffolds in learning.
EL Specialists will also support staff in data analysis of ELPAC data and ELPI progress monitoring.

Providing time for more frequent instructional rounds will provide feedback to support the best first instruction, allow professional learning communities to discuss data and assessment outcomes, and align students' units with our dual immersion literacy goals.
Teachers who attended the Professional Development in Professional Learning Communities will be part of the Guiding Alliance and provide leadership support on our campus. Completing year one of PLCs was a learning year for all teachers, and they learned how to set up grade-level team goals and review data more frequently to support adjusting to teaching.

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

This year, we had instructional rounds three times a year for teacher leaders to collect data and provide feedback to teachers. One area we would like to improve is providing more opportunities for teachers to observe other teachers in different grade levels and on various sites and to provide reflection and review in our dual immersion instructional practices. Allowing time and allocating funding in this area is an area of focus for the 2024-25 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.

Professional Development in the area of iReady Spanish would be helpful for staff in efforts to support the levels of rigor for instruction in Spanish for our dual immersion learners. Understanding the California Spanish Assessment data in grades 3-6 to support learning targets throughout the year would also benefit all staff, paraprofessionals, literacy paras, and coaching staff.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of partnerships with the community and other programs that provide students with opportunities to get engaged	This year, we provided opportunities to have guest speakers and collaborated with local partners, guest speakers, and organizations to speak with students, staff, and parents via assemblies for students. 2022-23 We hosted assemblies that focused on Diversity, inclusivity, and parent participation. 2021-22 Student engagement was based on student council and elections. Students coordinated with staff Advisors to coordinate spirit days and student engagement.	Encourage students to have an active leadership role on campus and learn about the role of the student council. Develop community partnerships.
Number of extracurricular and co-curricular programs offered	Expanded Learning program offered to students in TK-6, Ballet Folklorico provided for students in grades 1-6, Book Clubs, Art Club, Kindness Club, Chess Club, Glasses Club, Garden Club, GATE (Gifted and Talented Education), and Legos at Lunch Club.	Increase the number of students participating in extracurricular clubs during and after school through Expanded Learning, Ballet Folklorico, GATE, or teacher-supported clubs in grades TK-6. Expand to two additional programs.

	2022-23 Student interest clubs were increased based on the development of the Youth Advisory Council, which included students in grades 3-6. Students met quarterly to provide feedback to the site admin and school counselor. 2021-22 Students engaged in Ballet Folklorico in grades 1-6, participation in ASES afterschool program. Our District GATE program also provided enrichment for students identified in the STEAM area.	
Number and percent of students providing input to the SPSA (School Plan for Student Achievement) through surveys	This year, 220 students participated in a student survey to provide feedback for the SPSA. However, 100% of our students had access to provide feedback; students in grades 2-6 completed the survey independently, and students in Tk-1 grades completed it via a whole-class discussion. In 2022-23, 217 students provided input into the SPSA through surveys, 42%. In 2022-21, 219 students provided feedback on the SPSA through surveys.	Increase student participation to 55%.
Students on Youth Advisory Committee providing input to the Schoolwide Plan for Student Achievement through quarterly meetings	This year, 12 students were invited to provide feedback in grades 3-6: 6 male and 6 female students. 4 English learner students, 2 special education students, 2 newcomers, and 4 English-only/RFEP students. Students meet with the site admin monthly during the school day. In 2022-23, 12 students were also invited to meet with the site admin and school counselor to provide feedback in grades 3-6: 6 male students and 6 female students, 3 English learner students, 3 special education students, 2 newcomers, and 3 English-only/RFEP students. 2022-21 No data to share, as Youth Advisory is in its second year.	Increase student participation in focus groups, increase the representation of English learner students to 8 students, match the school's demographics, and open student participation to students in lower grades (2-3 via surveys) to provide feedback.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Promote student voice and inquiry. It is imperative to build inquiry skills in our students so that they can be heard, provide input, and contribute to discussions related to school issues (be they academic, extracurricular, social, or engaging). Empowering students to ask questions about culture and climate and what is happening around them, seek solutions to problems, and provide input allows for cultivating student voice. • Partner with local agencies to establish student and community voices centered on campus culture, such as adding a school mural and partnering with TANA and UC Davis. • Student Interest Clubs for grades 3-6 (Art, Gardening, Games, Chess, Kindness, and Other interests) (pending carryover) • Partner with Yolo Farm to Fork to provide ongoing lessons and learning opportunities for students TK-6, staff, and families throughout the year while purchasing materials to support clubs on campus. Student leaders/Conflict Managers (4-6) help teach the schoolwide expectations twice a year to the student body. Students are required to wear safety vests, and this practice was well received. Student council grades 4-6 (12-20 students meet with advisors monthly to set goals and activities for the year). Student Advisory Council 4-6 (12-15 students meet with the site admin monthly to provide feedback on culture and climate). • Expand partnerships with our District Youth Engagement Director and community organizations to provide opportunities for students and staff to engage in leadership training/experiences, including our student council students and advisors Offer students a variety of opportunities to improve school readiness and connectedness through extracurricular activities, college and career exposure, and extended learning activities: • STEAM (Science, Technology, Engineering, Art, and Math) integration with Art instruction and technology:	All students	2,000 Supplemental/Concentration

| | | - Coding for Kindergartners (pending carryover)
- afterschool clubs centered on culture, student interest, and or languages (pending carryover)
- Schoolwide classroom adopt a college and continue schoolwide college studies
- college visits or presentations for schoolwide grades TK-6
- Continue AVID (Advanced Via Individual Determination) like skills and organizational support (schoolwide)
- technology supports to continue to offer students access to college and career web-based exploration
- Technology support for our student leaders, including digital cameras for photography, journalism, computer design, etc.
- t-shirt design in student council and purchase of t-shirts and Cricut | | |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Overall, students have opportunities to demonstrate leadership on campus through student council, elected positions, and youth advisory council. Both bodies are responsible for providing feedback about our school culture and climate. Students are given the opportunity to work with advisors on student interest clubs such as Harry Potter, Art, Garden, Legos, and Chess Clubs. Teacher advisors commit to supporting clubs of interest and are compensated for their time. Students in grades TK-6 are informed of upcoming clubs, and some are offered during the school day, while others are offered after the school day to allow for more time and focus.

Student council has taken leadership roles in fundraising for student socials this year. Student council has also developed spirit weeks throughout the year and is responsible for making posters to be posted campus wide. Student council is also responsible for weekly Monday Morning announcements schoolwide in dual languages. Student council led all school-wide expectation stations and worked as leaders with an advisory to teach the school rules to the entire student body. This year, the student leaders worked to fundraise to host a student social this year; with the support of student advisors, our students also purchased and made student t-shirts for leadership.

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

Currently, funding is allocated to student clubs and interests campus wide. One adjustment will be securing time and space for clubs and providing materials for each club's success.

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.

Now that we have had two years to model for students in lower grades, we hope to increase student interest and engagement in leadership roles on campus by 25%.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$41,722
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$102,948.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Basic Grants Low-Income and Neglected	$40,843.00
Title I Part A: Parent Involvement	$879.00

Subtotal of additional federal funds included for this school: $41,722.00

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	$61,226.00

Subtotal of state or local funds included for this school: $61,226.00

Total of federal, state, and/or local funds for this school: $102,948.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Supplemental/Concentration	61,226.00
Title I Part A: Basic Grants Low-Income and Neglected	40,843.00
Title I Part A: Parent Involvement	879.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Supplemental/Concentration	61,226.00
	Title I Part A: Basic Grants Low-Income and Neglected	40,843.00
	Title I Part A: Parent Involvement	879.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	500.00
Goal 2	94,769.00
Goal 3	5,679.00
Goal 4	2,000.00

School Site Council Membership

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

1 School Principal

4 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hortencia Hernandez	Principal
Teresa Morales	Classroom Teacher
Adelina Perez	Classroom Teacher
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
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
ch –	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:

Hortencia Hernandez   Principal, Hortencia Hernandez on May 11, 2024

[signature]   SSC Chairperson, Major Willis on May 11, 2024