

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beamer Park Elementary School	57727106056444	5/4/22	6/16/22

## Purpose and Description

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

Schoolwide Program

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

The School Wide Plan meets the ESSA requirements through:  
A comprehensive needs assessment of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The needs assessment was conducted in the ELAC and SSC parent meetings, along with student focus groups, staff and leadership meetings whereby groups focused on site specific needs.  
The school wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:  
strategies that the school is implementing to address the school needs by providing opportunities for all students to meet the challenging state academic 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, but particularly the needs of those students at risk of not meeting the challenging academic standards.  
  
The school wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:  
a school and family engagement policy

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

## Stakeholder Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

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

Formal needs assessments were conducted with multiple stakeholder groups at Beamer Park Elementary including English Learner Advisory Committee, School Site Council, staff, and with students. Each meeting included an in-depth review of the most recent California School Dashboard data for Beamer Park Elementary school students' academic performance, attendance, reclassification rate, and suspension rate. Additionally, informal needs assessments occurred on a frequent basis through conversations with administration, parents, staff and students.

#### Student Input

Student input was gathered through a survey focused on school culture and climate, of which 219 students responded. Student focus groups were created, with a balanced representation of student groups. From this cohort, a Student Advisory Council was created to meet with site administrator and teachers. The Student Advisory council meets at a minimum, 6 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 profiles of students selected reflected our school climate and included students who are English and Spanish speaking students and students with disabilities. Student Advisory Council completed a needs assessment by reviewing survey, academic, and local data. Students identified student interventions as an area of concern. Students with Social Emotional Needs also came up as a concern and student engagement. Students then provided an analysis of causes, and recommended clubs as a way of meeting this need. As a follow up, Student Advisory will meet again on April 28, 2022, to review the School Plan for Student Achievement, review their suggestions, and provide feedback on the strategies chosen for implementation, which include student planned and ran clubs to increase engagement and community..

Additional needs assessments were conducted. On February 17, 2022 site leadership team reviewed data and provided input. On March 23, 2022 all staff conducted an in depth review of SBAC and iReady students' performance data, identified mathematics as an area of need, and proposed actions and strategies to support these needs. Areas of concern included math curriculum, standards, student understanding and or motivation, gaps in knowledge, iReady, and teacher support. This year the entire staff also reviewed our SAEBRS (social emotional survey data) data to identify areas of concern for students in the area of social and emotional supports. The staff and leadership determined that areas for improvement are student motivation, gaps in knowledge and professional development in teacher support and understanding (math strategies for student engagement and comprehension). Another area of focus and concern post COVID is supporting students in Spanish proficiency and academic language development.

Needs assessment meetings were also held with English Language Advisory Committee on February 25, 2022, and with School Site Council on April 28, 2022. Both groups agree with the achievement gaps post COVID, we need to focus on tiered interventions of support, academically as well as social emotionally. These are areas of concern shared by educational partners as well as staff. Another area of need would be interventions and ample materials to support differentiated instruction and tiered supports, especially with our English Language Learner population. Both groups felt that early intervention and Tier II supports provided by the teachers and an interventionist would help support student learning. Both groups were also interested in providing support to teachers in professional development on how to provide the best first instruction to all students, providing that Tier I support to all, so that there is less of a need for Tier II interventions.

English Language Advisory Committee and staff reviewed the School Plan for Student Achievement on March 31, 2022, and provided additional feedback. School site council reviewed the plan on February 24, 2022, considered recommendations and feedback from all groups, and finalized/approved the SPSA on April 28, 2022.

## Resource Inequities

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

N/A

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	0.39%	0.38%	%	2	2	
Asian	0.58%	0.38%	0.4%	3	2	2
Filipino	%	0%	%		0	
Hispanic/Latino	90.45%	89.96%	90.7%	464	475	450
Pacific Islander	%	0%	%		0	
White	7.41%	7.95%	7.5%	38	42	37
Multiple/No Response	0.58%	0.95%	1.2%	3	5	6
	<b>Total Enrollment</b>			513	528	496

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	77	103	98
Grade 1	75	77	69
Grade 2	66	75	69
Grade 3	69	58	68
Grade 4	66	70	59
Grade 5	87	64	70
Grade 6	73	81	63
<b>Total Enrollment</b>	513	528	496

### Conclusions based on this data:

1. Beamer serves a predominantly Hispanic population, although the percentage has been making slow declines across 3 years we are currently reviewing enrollment applications weekly.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	223	200	175	43.5%	37.9%	35.3%
Fluent English Proficient (FEP)	89	115	88	17.3%	21.8%	17.7%
Reclassified Fluent English Proficient (RFEP)	30	50	15	13.3%	22.4%	7.5%

### Conclusions based on this data:

1. The percentage of English Learners (EL) students reclassifying decreased, decrease in reclassified students could be imply a need for requiring an emphasis of supports to English Learners.
2. The percentage of EL students has decreased by 2.6 %.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	70	69	69	70	0	69	70	0	100	100	0.0
Grade 4	89	66	58	88	66	0	88	66	0	98.9	100	0.0
Grade 5	73	84	71	73	83	0	73	83	0	100	98.8	0.0
Grade 6	83	72	63	83	72	0	83	72	0	100	100	0.0
All Grades	314	292	261	313	291	0	313	291	0	99.7	99.7	0.0

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2407.	2400.		14.49	14.29		20.29	20.00		31.88	30.00		33.33	35.71	
Grade 4	2393.	2441.		2.27	12.12		17.05	24.24		20.45	25.76		60.23	37.88	
Grade 5	2478.	2473.		19.18	7.23		20.55	27.71		23.29	37.35		36.99	27.71	
Grade 6	2518.	2520.		7.23	16.67		30.12	29.17		43.37	30.56		19.28	23.61	
All Grades	N/A	N/A	N/A	10.22	12.37		22.04	25.43		29.71	31.27		38.02	30.93	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.84	18.57		50.72	47.14		30.43	34.29	
Grade 4	11.63	12.12		39.53	57.58		48.84	30.30	
Grade 5	13.70	15.66		54.79	56.63		31.51	27.71	
Grade 6	9.64	16.67		60.24	51.39		30.12	31.94	
All Grades	13.18	15.81		51.13	53.26		35.69	30.93	

### 2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.76	10.00		48.53	55.71		39.71	34.29	
Grade 4	2.35	19.70		30.59	40.91		67.06	39.39	
Grade 5	20.55	9.64		42.47	60.24		36.99	30.12	
Grade 6	13.41	18.06		60.98	52.78		25.61	29.17	
All Grades	11.69	14.09		45.45	52.92		42.86	32.99	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.84	11.43		56.52	72.86		24.64	15.71	
Grade 4	4.65	16.67		74.42	59.09		20.93	24.24	
Grade 5	10.96	8.43		61.64	71.08		27.40	20.48	
Grade 6	4.82	15.28		77.11	72.22		18.07	12.50	
All Grades	9.32	12.71		68.17	69.07		22.51	18.21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.39	12.86		55.07	40.00		27.54	47.14	
Grade 4	5.81	7.58		41.86	53.03		52.33	39.39	
Grade 5	24.66	12.05		45.21	51.81		30.14	36.14	
Grade 6	30.12	19.44		53.01	51.39		16.87	29.17	
All Grades	19.29	13.06		48.55	49.14		32.15	37.80	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

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

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



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	69	70	69	69	70	0	69	70	0	100	100	0.0
Grade 4	89	66	58	88	66	0	88	66	0	98.9	100	0.0
Grade 5	73	84	71	73	83	0	73	83	0	100	98.8	0.0
Grade 6	83	72	63	83	72	0	83	72	0	100	100	0.0
All Grades	314	292	261	313	291	0	313	291	0	99.7	99.7	0.0

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

### 2019-20 Data:

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Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2395.	2391.		7.25	11.43		20.29	14.29		28.99	22.86		43.48	51.43	
Grade 4	2412.	2457.		3.41	7.58		9.09	24.24		40.91	42.42		46.59	25.76	
Grade 5	2486.	2478.		13.70	8.43		20.55	13.25		30.14	42.17		35.62	36.14	
Grade 6	2502.	2492.		8.43	15.28		15.66	12.50		45.78	31.94		30.12	40.28	
All Grades	N/A	N/A	N/A	7.99	10.65		15.97	15.81		37.06	35.05		38.98	38.49	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	18.84	15.71		27.54	25.71		53.62	58.57	
Grade 4	4.60	27.27		27.59	30.30		67.82	42.42	
Grade 5	24.66	13.25		31.51	37.35		43.84	49.40	
Grade 6	13.25	20.83		42.17	26.39		44.58	52.78	
All Grades	14.74	18.90		32.37	30.24		52.88	50.86	

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	13.04	15.71		43.48	37.14		43.48	47.14	
Grade 4	4.60	10.61		41.38	48.48		54.02	40.91	
Grade 5	12.33	4.82		43.84	51.81		43.84	43.37	
Grade 6	8.43	11.11		43.37	44.44		48.19	44.44	
All Grades	9.29	10.31		42.95	45.70		47.76	43.99	

2019-20 Data:

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	14.49	12.86		43.48	41.43		42.03	45.71	
Grade 4	3.45	15.15		42.53	51.52		54.02	33.33	
Grade 5	13.70	7.23		47.95	53.01		38.36	39.76	
Grade 6	13.25	15.28		38.55	38.89		48.19	45.83	
All Grades	10.90	12.37		42.95	46.39		46.15	41.24	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. Based on the overall achievement of our students, 61.51% nearly met the standard.
2. The overall achievement for all students in mathematics went down from 2017-2018. The scores for students went down in all areas of the mathematics in the 18/19 school year. The area that decreased most significantly was Problem solving & Modeling/Data Analysis 3.28%. All grade levels assessed are performing below 50% of students at or near standard. This shows lack of basic understanding of numeracy and math foundations in early grade levels and continues to show achievement gaps through 6th grade.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	1447.8	1438.3	1408.3	1453.0	1445.9	1432.8	1435.2	1420.3	1351.0	28	43	44
<b>1</b>	1468.7	1476.8	1430.7	1472.9	1480.8	1461.6	1463.9	1472.2	1399.4	36	25	32
<b>2</b>	1499.2	1493.7	1475.8	1485.4	1475.3	1487.0	1512.4	1511.4	1464.1	34	27	36
<b>3</b>	1498.6	1478.4	1511.1	1494.2	1465.5	1517.5	1502.5	1490.7	1504.1	28	26	19
<b>4</b>	1515.6	1528.3	1484.4	1515.2	1533.6	1485.3	1515.6	1522.5	1483.0	42	19	24
<b>5</b>	1519.1	1548.1	1527.0	1505.2	1548.3	1519.2	1532.6	1547.5	1534.5	24	36	24
<b>6</b>	1541.4	1536.8	1537.9	1547.5	1529.0	1541.2	1535.0	1543.9	1534.3	12	22	18
<b>All Grades</b>										204	198	197

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	50.00	13.95	6.82	*	51.16	31.82	*	32.56	43.18	*	2.33	18.18	28	43	44
<b>1</b>	50.00	16.00	3.13	38.89	52.00	28.13	*	32.00	34.38	*	0.00	34.38	36	25	32
<b>2</b>	50.00	14.81	11.11	50.00	55.56	52.78		25.93	19.44		3.70	16.67	34	27	36
<b>3</b>	*	3.85	26.32	39.29	26.92	42.11	*	61.54	26.32	*	7.69	5.26	28	26	19
<b>4</b>	*	10.53	4.17	54.76	78.95	29.17	*	10.53	45.83	*	0.00	20.83	42	19	24
<b>5</b>	*	33.33	20.83	75.00	41.67	45.83	*	19.44	29.17		5.56	4.17	24	36	24
<b>6</b>	*	13.64	22.22	*	50.00	50.00	*	31.82	16.67		4.55	11.11	12	22	18
<b>All Grades</b>	33.82	16.16	11.68	48.04	49.49	39.09	12.75	30.81	31.98	5.39	3.54	17.26	204	198	197

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	53.57	20.93	11.36	*	48.84	54.55	*	25.58	18.18	*	4.65	15.91	28	43	44
<b>1</b>	69.44	36.00	25.00	*	48.00	34.38	*	16.00	34.38	*	0.00	6.25	36	25	32
<b>2</b>	55.88	18.52	36.11	32.35	44.44	44.44	*	25.93	8.33		11.11	11.11	34	27	36
<b>3</b>	*	11.54	57.89	46.43	38.46	31.58	*	19.23	5.26	*	30.77	5.26	28	26	19
<b>4</b>	45.24	47.37	8.33	42.86	47.37	58.33	*	5.26	20.83	*	0.00	12.50	42	19	24
<b>5</b>	*	52.78	37.50	58.33	36.11	58.33	*	11.11	4.17		0.00	0.00	24	36	24
<b>6</b>	*	27.27	33.33	*	45.45	44.44		22.73	16.67		4.55	5.56	12	22	18
<b>All Grades</b>	50.00	30.30	27.41	36.27	43.94	47.21	10.29	18.69	16.24	*	7.07	9.14	204	198	197

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	71.43	25.58	20.45	*	69.77	68.18	*	4.65	11.36	28	43	44
<b>1</b>	86.11	92.00	28.13	*	8.00	71.88	*	0.00	0.00	36	25	32
<b>2</b>	67.65	33.33	36.11	32.35	55.56	55.56		11.11	8.33	34	27	36
<b>3</b>	*	7.69	36.84	53.57	73.08	57.89	*	19.23	5.26	28	26	19
<b>4</b>	50.00	21.05	33.33	45.24	78.95	54.17	*	0.00	12.50	42	19	24
<b>5</b>	50.00	25.00	25.00	45.83	72.22	70.83	*	2.78	4.17	24	36	24
<b>6</b>	*	27.27	27.78	*	59.09	61.11	*	13.64	11.11	12	22	18
<b>All Grades</b>	59.31	32.32	28.93	35.29	60.61	63.45	5.39	7.07	7.61	204	198	197

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	*	20.93	13.64	57.14	69.77	65.91	*	9.30	20.45	28	43	44
<b>1</b>	47.22	4.00	12.50	52.78	84.00	71.88		12.00	15.63	36	25	32
<b>2</b>	52.94	7.41	33.33	38.24	88.89	61.11	*	3.70	5.56	34	27	36
<b>3</b>	46.43	23.08	57.89	46.43	53.85	42.11	*	23.08	0.00	28	26	19
<b>4</b>	59.52	78.95	29.17	38.10	21.05	54.17	*	0.00	16.67	42	19	24
<b>5</b>	54.17	75.00	58.33	45.83	19.44	41.67		5.56	0.00	24	36	24
<b>6</b>	91.67	31.82	66.67	*	59.09	27.78		9.09	5.56	12	22	18
<b>All Grades</b>	52.45	33.84	33.50	43.63	57.07	55.84	*	9.09	10.66	204	198	197

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	39.29	4.65	0.00	57.14	86.05	63.64	*	9.30	36.36	28	43	44
<b>1</b>	47.22	36.00	15.63	36.11	48.00	18.75	*	16.00	65.63	36	25	32
<b>2</b>	64.71	22.22	30.56	*	70.37	41.67	*	7.41	27.78	34	27	36
<b>3</b>	*	0.00	10.53	60.71	53.85	63.16	*	46.15	26.32	28	26	19
<b>4</b>	*	10.53	0.00	66.67	68.42	62.50	*	21.05	37.50	42	19	24
<b>5</b>	*	22.22	20.83	83.33	72.22	58.33	*	5.56	20.83	24	36	24
<b>6</b>	*	9.09	11.11	*	45.45	44.44	*	45.45	44.44	12	22	18
<b>All Grades</b>	28.92	14.65	12.69	52.45	66.16	49.75	18.63	19.19	37.56	204	198	197

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
<b>K</b>	71.43	51.16	15.91	*	41.86	27.27		6.98	56.82	28	43	44
<b>1</b>	*	12.00	0.00	75.00	84.00	46.88	*	4.00	53.13	36	25	32
<b>2</b>	35.29	11.11	8.33	64.71	81.48	58.33		7.41	33.33	34	27	36
<b>3</b>	*	0.00	31.58	67.86	100.00	57.89	*	0.00	10.53	28	26	19
<b>4</b>	35.71	15.79	0.00	45.24	84.21	62.50	*	0.00	37.50	42	19	24
<b>5</b>	*	16.67	20.83	66.67	72.22	62.50		11.11	16.67	24	36	24
<b>6</b>	*	50.00	22.22	91.67	50.00	77.78		0.00	0.00	12	22	18
<b>All Grades</b>	32.84	24.24	12.69	59.80	70.71	52.28	7.35	5.05	35.03	204	198	197

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

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

# School and Student Performance Data

## Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>496</b>	<b>55.2</b>	<b>35.3</b>	<b>0</b>
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	175	35.3
Foster Youth		0
Homeless	4	0.8
Socioeconomically Disadvantaged	274	55.2
Students with Disabilities	48	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian or Alaska Native		
Asian	2	0.4
Filipino		
Hispanic	450	90.7
Two or More Races	6	1.2
Native Hawaiian or Pacific Islander		
White	37	7.5

### Conclusions based on this data:

1. Our largest student group at this school is our Hispanic students, which make up 90 % of our student population. Based on the data, over 35% of our student population is EL (English learners).

- 
2. Based on our data, our second largest population is the socioeconomically disadvantaged group, being 55%.







# School and Student Performance Data

## Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

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### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Yellow		

#### Conclusions based on this data:

1. The data indicates that in ELA (English Language Arts) and in Math performance went from orange to yellow, which demonstrates we made substantial progress. Strategies and activities that support ELA and math should continue from prior years.
2. Chronic Absenteeism also went from orange to yellow, which demonstrates some progress. Absenteeism strategies should continue, along with a focus on identifying specific students for individualized plans, to continue growth in this area.
3. The suspension rate indicates that 1.3% of students are suspended at least once which was a 0.6% increase. English only are orange which indicates that these students are suspended at a higher rate. For suspension, identifying specific students for individualized plans will enable staff to meet student needs.

# School and Student Performance Data

## Academic Performance English Language Arts

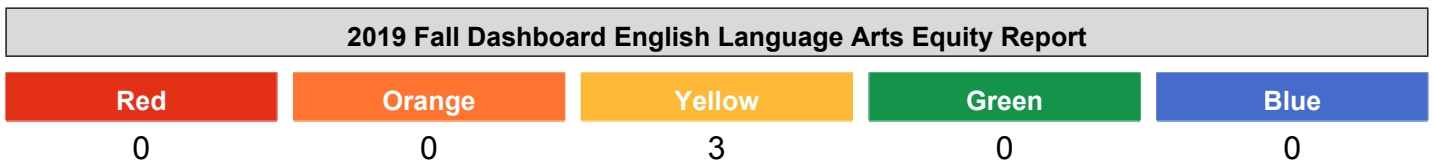
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> Yellow 25.6 points below standard Increased ++10.7 points 290	<p><b>English Learners</b></p> Yellow 53 points below standard Increased ++6.8 points 165	<p><b>Foster Youth</b></p> No Performance Color 0 Students
<p><b>Homeless</b></p> No Performance Color 0 Students	<p><b>Socioeconomically Disadvantaged</b></p> Yellow 40.4 points below standard Increased ++8.9 points 217	<p><b>Students with Disabilities</b></p> No Performance Color 107.1 points below standard Increased ++9.6 points 37

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 33.1 points below standard Increased ++11 points 267	 No Performance Color Less than 11 Students	 No Performance Color 0 Students	 No Performance Color 44.9 points above standard Increased Significantly ++21.9 points 17

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

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
99.2 points below standard Increased ++7.8 points 83	6.2 points below standard Declined -6.4 points 82	3.2 points above standard Increased ++9 points 101

**Conclusions based on this data:**

- Overall, students at Beamer are at the Yellow level in ELA (English Language Arts) and increased 10 points. Students averaged 26.3 points below standard.
- English Learners increased by 6.6 points and are at the Yellow level, yet are 53.2 points below standard. A concerted focus on improving the use of integrated ELD (English Language Development) will ensure that ELA curriculum is scaffolded to support the needs of our EL's during core instruction.

# School and Student Performance Data

## Academic Performance Mathematics

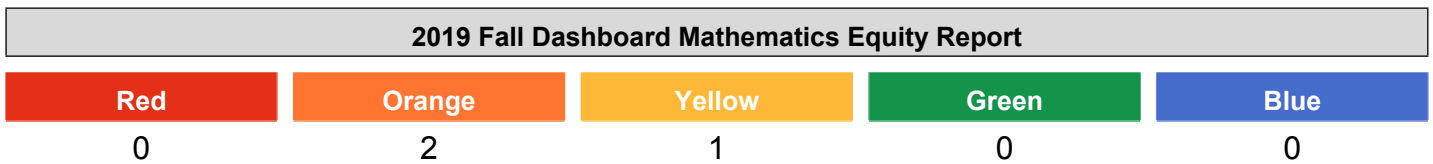
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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








This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students		 No Performance Color Less than 11 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #d9ead3; padding: 2px;">54.8 points below standard</span> Increased ++4.8 points  267	 No Performance Color Less than 11 Students		 No Performance Color <span style="background-color: #d9ead3; padding: 2px;">48.8 points above standard</span> Increased Significantly ++38.7 points 17

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

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<span style="background-color: #d9ead3; padding: 2px;">111.4 points below standard</span> Declined -11.1 points  83	<span style="background-color: #d9ead3; padding: 2px;">34.2 points below standard</span> Maintained ++1.8 points  82	<span style="background-color: #d9ead3; padding: 2px;">11.3 points below standard</span> Increased Significantly ++17.7 points 101

#### Conclusions based on this data:

1. Overall, Beamer students decreased 5.9 pts in Math and are 52 points below standard. Groups that maintained were Reclassified Fluent English Proficient (RFEP) and Socioeconomically disadvantaged (SED).
2. Students with disabilities increased 10.4 points. This group is 111 points below standard but is making substantial progress. Continued current strategies for this group of students.
3. Math instruction is an area of need for Beamer, and will need to be addressed in Goal 2.

# School and Student Performance Data

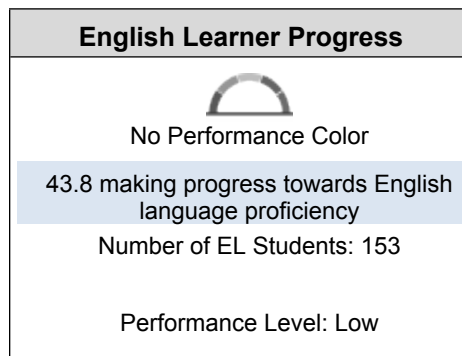
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

### 2019 Fall Dashboard English Learner Progress Indicator



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

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.5	32.6	3.9	39.8

#### Conclusions based on this data:

- 43.8% of Students are making progress towards English Language proficiency.
- 36 students decreased an English Learner Progress Indicator Level (ELPI). EL monitoring meetings, which identify each of these students need to continue, as well as the development of a specific plan to address the slide.
- Based on the data a renewed focus needs to be on our English Learner and progress monitoring.

# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.



<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

<b>Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses</b>		
<b>Student Group</b>	<b>Number of Students</b>	<b>Percent of Students</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

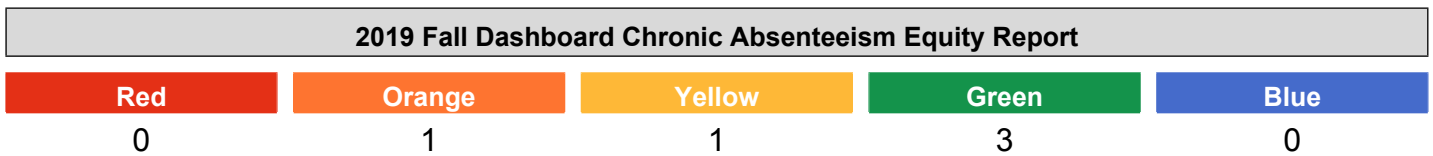
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> Yellow 7 Maintained -0.3 516	<p><b>English Learners</b></p> Green 6.9 Declined -2 233	<p><b>Foster Youth</b></p> No Performance Color Less than 11 Students
<p><b>Homeless</b></p> No Performance Color Less than 11 Students	<p><b>Socioeconomically Disadvantaged</b></p> Green 8.2 Declined -0.7 366	<p><b>Students with Disabilities</b></p> Green 5 Declined -9.3 60

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.1 Maintained -0.3 467	 No Performance Color Less than 11 Students	 No Performance Color Less than 11 Students	 Orange 7.9 Increased +1.8 38

**Conclusions based on this data:**

- 7% of students are chronically absent. The majority of subgroups are in green.
- Our white student group exceeds the average rate for chronic absenteeism, and increased over last year. This indicates a need to examine this group specifically and identify the needs.

# School and Student Performance Data

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

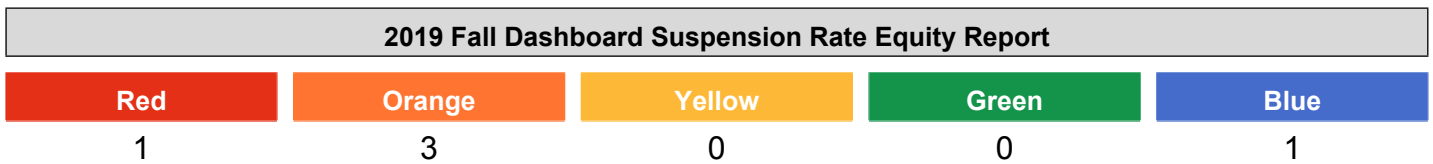
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.







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



This section provides number of student groups in each color.








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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 1.3 Increased +0.6 521	<p><b>English Learners</b></p>  Orange 2.1 Increased +1.3 236	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 1.4 Increased +0.6 370	<p><b>Students with Disabilities</b></p>  Red 8.3 Increased +8.3 60



**2019 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students		 No Performance Color Less than 11 Students	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.5 Increased +0.9 472	 No Performance Color Less than 11 Students		 Blue 0 Declined -2.9 38

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.7	1.3

**Conclusions based on this data:**

- The suspension rate for students with disabilities (SWD) declined, 4.3% moving into the Blue level.
- White students have a suspension rate of 2.9%, increasing by .3%.
- EL students are in the orange category, with an increase of 1.3%. Moving forward, Beamer should socio-emotional curriculum and de-escalation to improve outcomes for students.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

Based on our comprehensive needs assessment, and input from our educational partners, we concluded that preparation for college and career readiness must begin in elementary school, as well as continue to offer Visual and Performing Arts (VAPA).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of students who participate in Visual and Performing Arts (VAPA).	Students in grades 5-6 worked collaboratively with UC Davis and NASA in a STEM activity of rocketbuilding, which engaged 121 students (24% of our population). Students in 4-6 receive violin or band instruction during the school day. This year we had over forty students in grades 4-6 participate in our Music Programs, 17 students participated in virtual band class and 20 students participated in virtual strings. Music was also taught via push in to our primary grades this year by our band teacher, which served K-2 classes. This year teachers have integrated the Arts into their classroom instruction. We had 9 classes partner with Yolo Arts and completed a series of Professional Development in print making with students in grades 1-6. School wide, all students participated in Visual and Performing Art lessons	Increase strings and band participation to 50 students, continue all students participating in Visual and Performing Art projects and integrated instruction, and college and career activities.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>and projects which were supported by our site teachers, who were given the option to order Art Supplies for their personal class, many of which participated in Dia de Los Muertos art activities, self portraits or water colors. This year, we hosted a school wide, virtual Art Night for students and their families. College and Career Committee worked to create slide decks to teach awareness of post secondary educational pathways. Each teacher selected a university or institution of higher learning, school wide to expose our students to college pathways. Students engaged in a college and career week in April to learn about different pathways to careers. This year we also hosted guest readers for Read Across America Week to engage students in a dialogue about different career choices, ie Superintendent, Entrepreneur, Singer/Songwriter, Police Officers etc.</p>	
<p>Number of Pathway awards for Biliteracy (Dual Immersion schools only).</p>	<p>N/A</p>	<p>N/A</p>
<p>Number of guest speakers visiting classrooms</p>	<p>In 2021-2022 no guest speakers visited classrooms due to COVID restrictions</p>	<p>This year, due to guests being allowed in Spring, we did have guests in grade level teams or in classrooms. We hope to increase for each classroom will host a minimum of 3 speakers throughout the year.</p>

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

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

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

### Strategy/Activity

Provide students a well rounded education with access to visual and performing arts, Science Technology Engineering Arts Mathematic (STEAM) and with exposure to a variety of college and career options.

Provide resources to create videos or slide decks for College and Career options. Provide instructional time to teach about higher education, school wide. Teachers each adopted a college per class at the start of the year, teaching students about their selected university. Students will improve their awareness of various colleges and different careers as they gain an understanding of post secondary educational pathways. Allow opportunities for students to prepare class presentations for their peers and "buddy classrooms" to learn more about various universities, trade schools and professions. A focus will include research on various careers in specific fields (Medical: doctor, nurse, radiology technician etc. vs. just doctor) and understanding the pathways to obtain such careers. Students in grades 4-6 will have opportunities to have guest speakers from a number of colleges, universities and or trade schools with the hopes that the opportunity to visit such campuses will also allow themselves. Students will also have access to visual and performing arts through a variety of instructional opportunities and our afterschool program(s). We will continue to provide support for students to have access to college and career readiness through AVID-like skills, college and career week and college t-shirt Tuesdays

- Provide access to strings, band, Ballet Folklorico, world dance club, student interest clubs, social emotional learning, kindness rock garden, dia de los muertos, multicultural potluck and art integration school wide
- Field trips/ Transportation
- College T-Shirts (college materials pencils, lanyards, etc)
- Read Across America Activities, Supplies and Guests
- Buddy Classroom Presentations/Planning Time
- Sixth grade camp transportation
- Materials to support program goals

Provide each class an opportunity engage students in an Art integrated lesson based on resources shared via Professional Development or resources in weekly bulletin to staff, Yolo Arts integration to come in and teach an art lesson to each class which participated in Printmaking. All students in grades 4-6 will also be provided with an opportunity to take an instrumental band or strings. Students will also be able to resume Ballet Folklorico afterschool for students in intermediate grades.

Planning Time

College and Career Materials

Materials and Art Supplies

Extended Duty

School Newspaper

Art Professional Development (Instructors)

Ballet Folklorico Instructor

World Dance Club (Advisor)

AVID Supplies 2-6th

Culture and Kindness T-shirts for students

Field Trips for students

Reading Goal T-shirts for students Reading for Accelerated Reader Goals

College Pennants for class

Guest Speakers to Visit classes or School Wide Assemblies (higher ed, expose students to professionals of difference careers)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8260	Supplemental/Concentration
9000	Title I Part A: Basic Grants Low-Income and Neglected

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

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

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

The major implications for not meeting our expenditures came down to coming back to in person post the pandemic. We did not use funds for ballet folklorico instructor due to COVID 19 and instruction not being able to be virtual. We did allocate more money to be allocated for Arts integration, family Art Night for Dia de Los Muertos, as well as a Family World Dance performance

to assist with family engagement, healthy choices and physical activity. We have allotted more money for college and career readiness in the area of college t-shirts for students and pennants for classrooms. We did not use Square One Art this year because they were unable to support us at this time, however we did have teachers participate in Print Making via Yolo Arts this year and it supported integration of the arts for our students and families.

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

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

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Performance level on ELA and Math Academic Indicator.	For the 2019 Dashboard, Beamer is yellow, below standard for ELA and yellow, below standard, for Math.	Beamer will move to green, at or above standard, for ELA and Math.
Performance level on English Learner Progress Indicator	43.8% of English learners are making progress towards English proficiency, putting Beamer in the low progress band.	45% of English learners are making progress towards English proficiency, putting Beamer in the medium progress band.
Percentage of students in both the Meets and Exceeds Standards level on SBAC (Smarter Balanced Assessment Consortium) English Language Arts (ELA)	37.8% of students met or exceeded standards on the 2019 CAASPP	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.	26.46% of students met or exceeded standards on the 2019 CAASPP	35% of students will meet or exceed standards on the math CAASPP
Number of students who are chronically absent	12.2% of students were chronically absent in 20-21.	Reduce the percentage of students chronically absent in 22-23.
Student sense of safety and school connectedness	80% of the students surveyed feel safe and connected as measured by the Healthy Kids Survey.	Our goal is to increase the number of students who feel safe and connected by continuing to implement our

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		PBIS program, work on restorative practices, fostering authentic relationship building to 90% and include student voice by creating leadership roles and opportunities through student council.
Suspension rate 0%	0% of students were suspended due to online instruction	Maintain low suspension through Social Emotional Learning Support
Parent/family satisfaction on Healthy Kids Survey, on key indicators	This year we had some challenges with the California Healthy Kids Survey parent input due to virtual responses. However every 5th grade class did allow time for students to complete.	Data will be available and 50% of parents will be satisfied
Percentage of students who reach growth targets on iReady in Reading and Math (elementary only)	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 adequate progress in Math.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, with a focus on improving the academic outcomes for all students with focusing on MultiTiered Systems of Support be they academic or social emotional..

### Strategy/Activity

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

- Prof Development for staff
- Collaboration
- ELS .5 FTE & Title I .5 FTE, Interventionist to provide support to Tier II academic areas of concern
- PBIS(Positive Behavior Intervention and Support) schoolwide training and implementation, Conflict Managers, Student Council, Clubs (Ex. STEAM) PBIS T-shirts to promote Kindness Campaign, adding to Kindness Rock Garden on campus

PBIS Beamer Prime Student Store (store items for students)

SEL Fidgets and classroom supports for each classroom (fidgets, flexible seating, calm down corners/boxes, breathing balls etc)

- Work on Student Recognition



- Renaissance Program
- Brain Pop
- Padlet
- Additional Library Time for student access - extra duty
- AR Resources (headphone replacements as needed)
- AR incentives (Tshirts for students)
- Materials and supplies to support instruction
- Release Time/extra duty for Testing
- Academic Conferences
- Wellness Team Meetings Monthly (Tier II Team)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
44067	Title I Part A: Basic Grants Low-Income and Neglected
52126	Supplemental/Concentration

## Annual Review

**SPSA Year Reviewed: 2021-22**

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

### ANALYSIS

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

Throughout the year teachers have been collaborating in grade level teams reviewing assessment data, collaborating and identifying areas of need and creating action plans. Our site wellness team consists of school counselor, psychologist, EL specialist, RSP (Resource Specialist) and SLP (Speech) teachers and Admin, which met monthly to identify areas of need in Tier II and Tier III for Social Emotional Learning and or academics. Maestros have been working to identify and provide small group instruction to students during their school day. Intervention began in the Winter after our first round of district assessments and English Learner Progress monitoring. Teachers and students have had access to all supplies necessary for in person instruction, from student and teacher materials, texts and technology we have made all readily available and accessible to be sure to remain equitable. New books have been purchased for our library for students TK-6 grades from Scholastic with an emphasis on diversity and inclusion.

Teachers also attended training on Social Emotional Learning supports and worked in collaboration with our school counselor to provide Social Emotional Learning lessons to classes, school wide.

Teachers implemented daily Social Emotional Learning class meetings with student check ins. This year we also wanted to focus on PBIS rewards school wide. This year we had a team of 8 teachers, our counselor and administrator who attended PBIS

training through Yolo County Office of Education, to refocus and reset our PBIS program school wide and train our teachers.

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

This year, we brought back our Beamer Prime student store where students were able to use their Beamer Bucks towards incentives of their choice. Students were excited to provide their input on items they would like to see in their Beamer Prime store and it was great to see this be a motivator for a positive school culture and climate. Another difference we saw in implementation of our Ballet Folklorico program this year was securing our dance instructor with time commitments and conflicts, which did not allow our Ballet Folklorico to begin until Spring of 2022 and was only offered to 5th and 6th graders.

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

We will be focusing on our goals to include  
PBIS (Positive Behavior Intervention and Support) and our Beamer Prime Student Store  
SEL (Social Emotional Learning) Culture and Climate with daily class meetings and student check ins  
SEL Literature for classroom supports, Calm Down Boxes and materials for classrooms for students to access  
SEL Support for our School Counselor (resources, supplies, facilitating teacher trainings)  
Restorative Practice Trainings for Teachers  
Academic-Interventions/Enrichments (ELA, Math, Spanish)  
Title .5 FTE to support academic areas of need (ELA, Math or Spanish)  
We will be looking at focusing on our academic needs and instructional practices, not solely in Math but in ELA as well. We feel that we can continue with fostering our student centered culture and climate/PBIS/SEL and dual immersion work with the support of our professional development opportunities with the District support, Yolo County of Education and California Association of Bilingual Education (CABE), and Project Promesa Grant.  
Grade level collaboration time and Cross Grade Level Articulation  
Professional Learning Opportunities  
Materials and Supplies to support differentiation with an emphasis on English Language Learners and students with disabilities  
Substitutes  
Release time  
Intervention Instructor; Title I .5FTE and ELS .5 FTE.  
Literacy Para Professionals to support differentiation and intervention in primary grades

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

Collaboration for planning and progress monitoring for teachers with Specialists

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification rate for English Learners	7.5% of students were reclassified in 2020-2021	We shall increase the percentage of students reclassified by 4%, resulting in a rate of 25% of students being reclassified.
English Learner Progress Indicator	The Dashboard reflects 43.8% of English Learners are making progress towards reclassification.	Students continue to make growth towards English proficiency to 45%.
School rating of EL (English Learner) Roadmap Principle 1 on the self-assessment	3.5 Languages and cultures are assets 2.5 No single English Learner profile 3.5 School climate is affirming, inclusive, safe 3.0 Strong family and school partnerships 2.0 Supporting English Learners with disabilities Average 2.9	Increase each sub component by .5, and the average in principle to 3.5.

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

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

## English Learners

### Strategy/Activity

Accelerate the academic achievement and English proficiency of each English Learner through an assets oriented approach, and rigorous instruction. Increase performance of the English Language Learners in ELA and Math through implementing targeted interventions and scaffolds, building strong relationships with students, families and engaging in close monitoring of student progress and English Learner Progress monitoring.

Intervention Instructor(s)

Release Time for student progress monitoring/academic conferences/data analysis (pending carryover)

Professional Development (pending carryover)

Professional Development with Project Promesa and CAFE

Materials and Supplies for interventions and support for English Language Learners

Academic Conferences and EL Progress Monitoring

Supplemental Materials

Translations

Parent Education (resources)

- Professional Development in looking at English Learner Roadmap and integration of English Language Development
- Looking at the EL RoadMap and working with our parents, CAFE and La Promesa Project 5 year Grant (as a Dual Immersion School we are recipients of a Federal Grant this year)
- Costs associated with ELAC and parent trainings/conferences
- Costs for Teacher Professional Development and GLAD Strategies
- Latino Family Literacy Project for parents and funding an FTE to support

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,143.00

Source(s)

Title I Part A: Parent Involvement

## Annual Review

### SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

I think we did a great job in this area of monitoring of English Language Learners, as we were intentional about monitoring our academic progress of our English Language Learners as well as areas of growth or academic concern. As grade level teams, we worked to identify students and create action plans and monitored students closely. We also used site funds to purchase books for

our students school wide, with a Social Emotional Learning focus. We wanted students to have materials to read at home with their parents to encourage and foster of love of literacy.

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

The major implications of not meeting our expenditures came down to not being unable to employ a Title I .5 FTE and a .5 ELS per a Variable Service Agreements that were posted during the 2021-22 school year. Moving forward this is a position that has been included in our goal for 2022-23.

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

We will be continuing our work moving forward. We will continue to make sure when providing interventions to all students, we monitor progress of all students in both languages, make sure we follow our Student Success Team process and document students and the services they received. By hiring a .5 ELS and .5 Title I Interventionist, this will increase the amount of tiered supports for students and staff.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 4

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

## Identified Need

## Annual Measurable Outcomes

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

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

## Strategy/Activity 1

## Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

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

- Student Interest Clubs for grade 4-6 (Art, Gardening, Games, Other interests) (pending carryover)
- Student council grades 4-6
- Student Advisory Council 4-6 (16-18 students meet with site admin) each trimester
- Expand partnerships with our District Youth Engagement Director and community organizations to provide opportunities for students to engage in leadership training/experiences

Offer students a variety of opportunities to improve school readiness and connectedness through extracurricular activities, college and career exposure and extended learning activities:

- STEAM integration with Art instruction and technology: Coding for Kindergartners (pending carryover)
- afterschool clubs centered on culture and or languages (pending carryover)
- school wide classroom adopt a college and continue schoolwide college studies
- college visits or presentations for grades 5-6
- Continue AVID like skills and organizational supports (school wide)
- technology supports to continue to offer students access to college and career web-based exploration

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2021-22

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

# ANALYSIS

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

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

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

Students on advisory council met with site administration 5 times this year and provided input on engaging activities they would like to see exist at Beamer. Through student surveys, meetings and input this information was shared with staff, ELAC and School Site Council. We managed to create clubs that were student centered and student initiated this year to provide students opportunity to lead and create change on our campus.

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

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



# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$54,210
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$114,596.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I Part A: Basic Grants Low-Income and Neglected	\$53,067.00
Title I Part A: Parent Involvement	\$1,143.00

Subtotal of additional federal funds included for this school: \$54,210.00

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	\$60,386.00

Subtotal of state or local funds included for this school: \$60,386.00

Total of federal, state, and/or local funds for this school: \$114,596.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Hortencia Hernandez	Principal
Lucia Pantoja	Classroom Teacher
Adelina Perez	Classroom Teacher
Zonia Salazar	Classroom Teacher
Teresa Sanchez	Other School Staff
Leanna Reynolds	Parent or Community Member
Major Willis	Parent or Community Member
Clara Olmedo	Parent or Community Member
Caroline Thompson	Parent or Community Member
Susana Brambila	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name	
	English Learner Advisory Committee	5/4/22

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 04, 2022.

Attested:

	Principal, Hortencia Hernandez on	5/4/22
	SSC Chairperson, Major Willis on	5/4/22