School Year: **2026-27**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Beechwood Elementary School	30-66506-6028013	April 21, 2026	May 19, 2026

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 Beechwood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

2 Comprehensive Support and Improvement

Comprehensive Needs Assessment: Conducting an in-depth analysis of student performance data, stakeholder input, and equity gaps to inform decision-making and prioritize resources.
Goal Alignment: Ensuring ESSA goals and LCAP priorities are interconnected, emphasizing student achievement, closing opportunity gaps, and fostering school climate improvements.
Integration of Programs: Coordinating funding sources (Title I, II, III, IV, and LCFF) to support cohesive strategies for instruction, intervention, and professional development.
Targeted Interventions: Implementing evidence-based programs and progress monitoring systems to address the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged populations.
Stakeholder Engagement: Actively involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.
Ongoing Evaluation: Establishing a continuous cycle of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

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 Beechwood Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Comprehensive Support and Improvement

Comprehensive Needs Assessment: Conducting an in-depth analysis of student performance data, stakeholder input, and equity gaps to inform decision-making and prioritize resources.
Goal Alignment: Ensuring ESSA goals and LCAP priorities are interconnected, emphasizing student achievement, closing opportunity gaps, and fostering school climate improvements.
Integration of Programs: Coordinating funding sources (Title I, II, III, IV, and LCFF) to support cohesive strategies for instruction, intervention, and professional development.
Targeted Interventions: Implementing evidence-based programs and progress monitoring systems to address the diverse needs of all students, including English Learners, students with disabilities, and socioeconomically disadvantaged populations.
Stakeholder Engagement: Actively involving families, staff, and community members in the planning process to ensure the plan reflects shared priorities.
Ongoing Evaluation: Establishing a continuous cycle of monitoring and evaluating outcomes to adjust plans and maintain compliance with ESSA and LCAP requirements.

Educational Partner Involvement

How, when, and with whom did Beechwood 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

School engaged in a collaborative and data-driven process for the SPSA (School Plan for Student Achievement) development, annual review, and update. This involved:
How:
Analyzing school-wide and subgroup data to identify areas of strength and improvement.
Aligning goals with the Local Control and Accountability Plan (LCAP) and ESSA requirements.
Gathering stakeholder feedback through surveys, focus groups, and meetings.
When:
August-September: Stakeholder consultation and initial data review for the SPSA.
October-November: Drafting of goals, strategies, and resource allocations.
December-January: Sharing the draft SPSA for feedback and approval.
February-May: Progress monitoring and mid-year adjustments.
June-July: Conducting the Annual Review and setting priorities for the next cycle.
With Whom:
School Site Council (SSC): Primary body for approval and feedback on SPSA goals, budgets, and plans.
English Learner Advisory Committee (ELAC): Ensured alignment of strategies with the needs of English Learners.
Staff Members: Teachers and support staff contributed insights during professional learning community (PLC) meetings and staff development days.
Parents and Families: Provided input via school-wide surveys, parent workshops, and community forums.
Students: Gathered student perspectives through surveys and focus groups.
District Personnel: Consulted for technical assistance and alignment with districtwide priorities and compliance requirements.

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.

Beechwood School does not have any categories in the red or orange. However, we are committed to maintaining high levels of success in English Language Arts, Mathematics, English Learner Progress, and Chronic Absenteeism. Through strong instruction, targeted support, and ongoing data analysis, we ensure that all students continue to grow academically and remain engaged in their learning. By partnering closely with families and fostering a positive school environment, Beechwood continues to promote achievement, attendance, and success for every student.

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.

Special Education was in the "Orange" performance category.

Other Needs

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

Beechwood School will work to reduce suspension rates by using SWIS data to monitor and analyze student behavior trends. This data will help identify patterns and guide targeted supports. The PBIS team will meet regularly to review behavior data and develop strategies to better support students both in and outside the classroom. Through consistent collaboration and a focus on positive behavior supports, Beechwood aims to improve student behavior and reduce disciplinary incidents.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Beechwood 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.2%	0.2%	0.46%	2	2	4
African American	1.43%	1.19%	0.80%	14	11	7
Asian	34.73%	37.68%	42.78%	340	347	373
Filipino	3.98%	3.47%	3.56%	39	32	31
Hispanic/Latino	31.97%	29.32%	24.66%	313	270	215
Pacific Islander	0%	0.11%	0.11%	0	1	1
White	20.02%	20.30%	20.07%	196	187	175
Two or More Races	7.66%	7.71%	7.57%	75	71	66
Not Reported	0%	%	%	0		
			Total Enrollment	979	921	872

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			24
Kindergarten	107	73	
Grade 1	121	97	
Grade 2	108	109	
Grade3	103	103	
Grade 4	99	102	
Grade 5	114	100	
Grade 6	97	106	
Grade 7	123	89	
Grade 8	107	113	
Total Enrollment	979	921	

Conclusions based on this data:

1. Our Kindergarten numbers seem to fluctuate year after year. In 2023-2024, we had the lowest amount of kindergarten students and had to create a combination class with first grade. That grade level will continue to stay smaller than the other grade levels as they move up in grade level.
2. The 2023–2024 7th grade cohort shows lower enrollment and performance due to the long-term impacts of COVID-19. Many students experienced disrupted learning during key academic years, and during that time, several families moved to private schooling or other options and did not return to public education. As a result, this grade level reflects both reduced enrollment and the lasting effects of pandemic-related learning interruptions.
3. We had a 58 decrease in enrollment from 22-23 to 23-24. However, that was one of those outliers where we had a lower enrollment due to Covid.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	113	103	85	11.5%	11.2%	9.7%
Fluent English Proficient (FEP)	114	133	130	11.6%	14.4%	14.9%

Conclusions based on this data:

1.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	92	95	105	89	95	105	89	95	97.2	96.7	100
Grade 4	104	99	99	103	97	97	103	97	97	99.0	98	98
Grade 5	115	87	101	110	86	99	109	86	99	95.7	98.9	98
Grade 6	98	95	96	97	94	94	97	94	94	99.0	98.9	97.9
Grade 7	127	93	119	126	89	115	126	89	115	99.2	95.7	96.6
Grade 8	115	115	85	115	108	83	115	108	83	100.0	93.9	97.6
All Grades	667	581	595	656	563	583	655	563	583	98.4	96.9	98

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2480.	2474.	2486.	48.57	47.19	51.58	21.90	15.73	22.11	17.14	22.47	18.95	12.38	14.61	7.37
Grade 4	2508.	2532.	2552.	40.78	57.73	58.76	27.18	21.65	23.71	14.56	11.34	8.25	17.48	9.28	9.28
Grade 5	2572.	2617.	2607.	50.46	68.60	65.66	28.44	22.09	22.22	11.93	6.98	9.09	9.17	2.33	3.03
Grade 6	2581.	2600.	2644.	43.30	50.00	64.89	26.80	27.66	30.85	17.53	17.02	3.19	12.37	5.32	1.06
Grade 7	2606.	2621.	2619.	35.71	43.82	38.26	38.10	31.46	34.78	15.87	12.36	19.13	10.32	12.36	7.83
Grade 8	2620.	2628.	2639.	31.30	34.26	40.96	40.00	44.44	34.94	19.13	14.81	15.66	9.57	6.48	8.43
All Grades	N/A	N/A	N/A	41.37	49.73	53.17	30.84	27.71	28.13	16.03	14.21	12.52	11.76	8.35	6.17

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	29.52	30.34	36.84	60.00	56.18	55.79	10.48	13.48	7.37
Grade 4	28.16	38.14	38.14	64.08	54.64	54.64	7.77	7.22	7.22
Grade 5	35.78	50.00	43.43	61.47	46.51	50.51	2.75	3.49	6.06
Grade 6	29.90	35.11	44.68	60.82	53.19	50.00	9.28	11.70	5.32
Grade 7	32.54	41.57	37.39	58.73	52.81	54.78	8.73	5.62	7.83
Grade 8	28.70	35.19	44.58	57.39	54.63	48.19	13.91	10.19	7.23
All Grades	30.84	38.19	40.65	60.31	53.11	52.49	8.85	8.70	6.86

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	47.62	32.58	38.95	36.19	53.93	55.79	16.19	13.48	5.26
Grade 4	25.24	40.21	56.70	60.19	51.55	34.02	14.56	8.25	9.28
Grade 5	41.28	68.60	59.60	51.38	27.91	38.38	7.34	3.49	2.02
Grade 6	39.18	47.87	61.70	46.39	43.62	36.17	14.43	8.51	2.13
Grade 7	41.27	55.06	44.35	50.79	34.83	46.96	7.94	10.11	8.70
Grade 8	32.17	40.74	43.37	57.39	50.00	45.78	10.43	9.26	10.84
All Grades	37.86	47.07	50.77	50.53	44.05	42.88	11.60	8.88	6.35

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	25.71	21.35	24.21	65.71	71.91	65.26	8.57	6.74	10.53
Grade 4	22.33	26.80	24.74	68.93	69.07	68.04	8.74	4.12	7.22
Grade 5	17.43	29.07	30.30	75.23	68.60	65.66	7.34	2.33	4.04
Grade 6	15.46	19.15	30.85	78.35	75.53	67.02	6.19	5.32	2.13
Grade 7	25.40	21.35	15.65	66.67	74.16	76.52	7.94	4.49	7.83
Grade 8	28.70	25.00	27.71	64.35	68.52	63.86	6.96	6.48	8.43
All Grades	22.75	23.80	25.21	69.62	71.23	68.10	7.63	4.97	6.69

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	33.33	26.97	23.16	57.14	62.92	69.47	9.52	10.11	7.37
Grade 4	20.39	23.71	37.11	67.96	71.13	52.58	11.65	5.15	10.31
Grade 5	41.28	45.35	42.42	52.29	53.49	50.51	6.42	1.16	7.07
Grade 6	39.18	37.23	47.87	51.55	59.57	48.94	9.28	3.19	3.19
Grade 7	30.95	46.07	35.65	61.90	46.07	59.13	7.14	7.87	5.22
Grade 8	35.65	41.67	39.76	54.78	50.93	51.81	9.57	7.41	8.43
All Grades	33.44	36.77	37.56	57.71	57.37	55.57	8.85	5.86	6.86

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	108	92	95	104	89	95	104	89	95	96.3	96.7	100
Grade 4	104	99	99	103	97	97	103	97	97	99.0	98	98
Grade 5	115	87	101	110	86	98	110	86	98	95.7	98.9	97
Grade 6	98	95	96	97	94	94	97	94	94	99.0	98.9	97.9
Grade 7	127	93	119	125	89	114	125	89	114	98.4	95.7	95.8
Grade 8	115	115	85	115	108	83	115	108	83	100.0	93.9	97.6
All Grades	667	581	595	654	563	581	654	563	581	98.1	96.9	97.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2495.	2500.	2501.	52.88	55.06	56.84	21.15	22.47	23.16	15.38	14.61	10.53	10.58	7.87	9.47
Grade 4	2524.	2553.	2558.	42.72	54.64	62.89	30.10	25.77	17.53	14.56	17.53	14.43	12.62	2.06	5.15
Grade 5	2550.	2586.	2599.	39.09	54.65	66.33	20.00	22.09	17.35	25.45	19.77	13.27	15.45	3.49	3.06
Grade 6	2597.	2614.	2655.	48.45	54.26	73.40	25.77	23.40	17.02	16.49	18.09	7.45	9.28	4.26	2.13
Grade 7	2600.	2610.	2621.	44.00	47.19	48.25	23.20	23.60	20.18	16.80	14.61	18.42	16.00	14.61	13.16
Grade 8	2614.	2626.	2622.	35.65	44.44	40.96	22.61	23.15	20.48	22.61	17.59	22.89	19.13	14.81	15.66
Grade 11															
All Grades	N/A	N/A	N/A	43.58	51.51	58.18	23.70	23.45	19.28	18.65	17.05	14.46	14.07	7.99	8.09

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	52.88	60.67	60.00	36.54	30.34	29.47	10.58	8.99	10.53
Grade 4	52.43	61.86	64.95	32.04	36.08	28.87	15.53	2.06	6.19
Grade 5	41.82	51.16	61.22	43.64	41.86	35.71	14.55	6.98	3.06
Grade 6	49.48	58.51	71.28	39.18	36.17	25.53	11.34	5.32	3.19
Grade 7	48.80	51.69	49.12	32.80	34.83	38.60	18.40	13.48	12.28
Grade 8	40.00	50.00	40.96	45.22	38.89	44.58	14.78	11.11	14.46
Grade 11									
All Grades	47.40	55.60	58.00	38.23	36.41	33.73	14.37	7.99	8.26

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.96	49.44	52.63	38.46	42.70	38.95	10.58	7.87	8.42
Grade 4	32.04	43.30	51.55	50.49	48.45	40.21	17.48	8.25	8.25
Grade 5	32.73	45.35	50.00	52.73	47.67	41.84	14.55	6.98	8.16
Grade 6	40.21	42.55	62.77	46.39	47.87	35.11	13.40	9.57	2.13
Grade 7	39.20	40.45	44.74	48.00	44.94	42.98	12.80	14.61	12.28
Grade 8	36.52	33.33	33.73	40.00	53.70	51.81	23.48	12.96	14.46
All Grades	38.53	42.10	49.40	46.02	47.78	41.65	15.44	10.12	8.95

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	50.96	55.06	48.42	43.27	37.08	48.42	5.77	7.87	3.16
Grade 4	45.63	52.58	58.76	44.66	42.27	36.08	9.71	5.15	5.15
Grade 5	28.18	44.19	40.82	59.09	51.16	55.10	12.73	4.65	4.08
Grade 6	38.14	50.00	53.19	50.52	44.68	46.81	11.34	5.32	0.00
Grade 7	33.60	42.70	30.70	50.40	51.69	60.53	16.00	5.62	8.77
Grade 8	27.83	33.33	33.73	59.13	59.26	53.01	13.04	7.41	13.25
All Grades	37.00	46.00	44.06	51.38	47.96	50.26	11.62	6.04	5.68

Conclusions based on this data:

1.

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

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	1441.7	1430.6	1446.8	1431.1	1430.3	1454.0	1466.4	1431.6	1429.4	22	15	12
1	1452.0	*	*	1454.9	*	*	1448.8	*	*	18	10	9
2	1429.2	1500.8	1474.1	1417.5	1498.2	1480.2	1440.5	1502.9	1467.6	12	14	11
3	1504.4	1494.6	1520.3	1502.3	1497.0	1534.3	1506.1	1491.7	1505.7	19	13	12
4	1524.9	1531.1	*	1528.7	1536.5	*	1520.7	1525.1	*	14	12	10
5	*	*	*	*	*	*	*	*	*	8	8	7
6	*	*	*	*	*	*	*	*	*	*	6	*
7	*	*	*	*	*	*	*	*	*	8	*	5
8	*	*	*	*	*	*	*	*	*	9	*	*
All Grades										112	82	70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	31.82	26.67	16.67	9.09	26.67	58.33	45.45	40.00	25.00	13.64	6.67	0.00	22	15	12
1	5.56	*	*	50.00	*	*	33.33	*	*	11.11	*	*	18	*	*
2	0.00	21.43	9.09	41.67	35.71	45.45	33.33	42.86	45.45	25.00	0.00	0.00	12	14	11
3	31.58	30.77	41.67	26.32	15.38	41.67	36.84	38.46	16.67	5.26	15.38	0.00	19	13	12
4	28.57	33.33	*	42.86	41.67	*	21.43	16.67	*	7.14	8.33	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.62	28.05	27.14	36.94	36.59	45.71	30.63	26.83	21.43	10.81	8.54	5.71	111	82	70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	13.33	16.67	27.27	33.33	58.33	40.91	46.67	25.00	13.64	6.67	0.00	22	15	12
1	11.11	*	*	44.44	*	*	44.44	*	*	0.00	*	*	18	*	*
2	16.67	42.86	9.09	33.33	42.86	63.64	25.00	14.29	27.27	25.00	0.00	0.00	12	14	11
3	26.32	38.46	58.33	57.89	30.77	33.33	10.53	15.38	8.33	5.26	15.38	0.00	19	13	12
4	64.29	58.33	*	21.43	16.67	*	7.14	16.67	*	7.14	8.33	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.73	40.24	38.57	37.84	30.49	42.86	24.32	21.95	12.86	8.11	7.32	5.71	111	82	70

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	41.67	26.67	25.00	25.00	20.00	25.00	33.33	53.33	50.00	0.00	0.00	0.00	12	15	12
1	38.46	*	*	46.15	*	*	7.69	*	*	7.69	*	*	13	*	*
2	*	21.43	0.00	*	28.57	27.27	*	42.86	72.73	*	7.14	0.00	*	14	11
3	*	7.69	8.33	*	30.77	50.00	*	30.77	33.33	*	30.77	8.33	*	13	12
4	*	16.67	*	*	33.33	*	*	33.33	*	*	16.67	*	*	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.41	14.63	11.43	26.13	35.37	35.71	37.84	36.59	47.14	21.62	13.41	5.71	111	82	70

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	13.33	25.00	72.73	80.00	75.00	9.09	6.67	0.00	22	15	12
1	33.33	*	*	66.67	*	*	0.00	*	*	18	*	*
2	8.33	50.00	27.27	66.67	50.00	63.64	25.00	0.00	9.09	12	14	11
3	31.58	46.15	50.00	52.63	30.77	50.00	15.79	23.08	0.00	19	13	12
4	42.86	50.00	*	50.00	50.00	*	7.14	0.00	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.83	36.59	41.43	57.66	57.32	51.43	13.51	6.10	7.14	111	82	70

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	18.18	13.33	16.67	59.09	60.00	75.00	22.73	26.67	8.33	22	15	12
1	11.11	*	*	55.56	*	*	33.33	*	*	18	*	*
2	33.33	14.29	18.18	41.67	85.71	81.82	25.00	0.00	0.00	12	14	11
3	36.84	38.46	66.67	57.89	46.15	33.33	5.26	15.38	0.00	19	13	12
4	57.14	66.67	*	35.71	25.00	*	7.14	8.33	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.44	37.80	44.29	42.34	47.56	50.00	16.22	14.63	5.71	111	82	70

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	27.27	13.33	16.67	59.09	80.00	83.33	13.64	6.67	0.00	22	15	12
1	16.67	*	*	61.11	*	*	22.22	*	*	18	*	*
2	0.00	7.14	0.00	66.67	78.57	72.73	33.33	14.29	27.27	12	14	11
3	26.32	7.69	0.00	42.11	38.46	75.00	31.58	53.85	25.00	19	13	12
4	14.29	8.33	*	50.00	66.67	*	35.71	25.00	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.82	17.07	12.86	53.15	60.98	68.57	27.03	21.95	18.57	111	82	70

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	59.09	66.67	66.67	22.73	26.67	33.33	18.18	6.67	0.00	22	15	12
1	5.56	*	*	83.33	*	*	11.11	*	*	18	*	*
2	25.00	28.57	27.27	58.33	64.29	72.73	16.67	7.14	0.00	12	14	11
3	26.32	0.00	16.67	68.42	84.62	83.33	5.26	15.38	0.00	19	13	12
4	28.57	25.00	*	57.14	66.67	*	14.29	8.33	*	14	12	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.13	25.61	30.00	63.06	64.63	64.29	10.81	9.76	5.71	111	82	70

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
872	**28.1%**	**9.7%**	**0.2%**
Total Number of Students enrolled in Beechwood 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	85	9.7%
Foster Youth	2	0.2%
Homeless	0	0.0%
Socioeconomically Disadvantaged	245	28.1%
Students with Disabilities	67	7.7%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	0.8%
American Indian	4	0.5%
Asian	373	42.8%
Filipino	31	3.6%
Hispanic	215	24.7%
Two or More Races	66	7.6%
Pacific Islander	1	0.1%
White	175	20.1%

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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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
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Language Arts

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	1	5

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
83.5 points above standard	52.3 points above standard	Fewer than 11 students - No Data for Privacy
Increased 10.4 points	Maintained 1.6 points	8 Students
574 Students	92 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0 Students	51.2 points above standard
2 Students		Increased 13.7 points
		174 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
55.5 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 8.6 points	5 Students	2 Students
41 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
111.8 points above standard	74.1 points above standard	43.3 points above standard
Increased 4.9 points	Increased 4.2 points	Maintained 0.1 points
239 Students	23 Students	155 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
78 points above standard	0 Students	85.4 points above standard
Increased 39.3 points		Increased 20 points
43 Students		107 Students

Conclusions based on this data:

1. With 80% of students meeting or exceeding standards in overall ELA achievement, this is commensurate with similar schools in our district and leaves much room for growth. Our continued area for improvement will be the area of writing.
2. In regards to the sub-categories, all scores were within the same range with reading being a relative weakness at 90% at, near, or above the standard. Writing was 92%, Listening 93%, and Research/Inquiry was at 94%.
3. Middle School proficiency rates are high. Interventions for 7th and 8th grade will continue to address the needs of those below the standard.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	0	1	5

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Blue	 No Performance Color
69.1 points above standard	49 points above standard	Fewer than 11 students - No Data for Privacy
Increased 9.2 points	Maintained 2 points	8 Students
573 Students	92 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Blue
Fewer than 11 students - No Data for Privacy	0 Students	41.7 points above standard
2 Students		Increased 18.6 points
		173 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
62.1 points below standard	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 7.1 points	5 Students	2 Students
41 Students		

Asian	Filipino	Hispanic
 Blue	 No Performance Color	 Green
109.4 points above standard	41.5 points above standard	14.1 points above standard
Increased 7.9 points	Increased 9.6 points	Declined 4.8 points
239 Students	23 Students	154 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
65.7 points above standard	0 Students	68.8 points above standard
Increased 27 points		Increased 14.3 points
43 Students		107 Students

Conclusions based on this data:

1. Problem Solving and Data Analysis went up considerable to 91% Concepts and procedures remained at 85% of students at, near, or above standards.
2. Communicating Reasoning was at 89%.In comparison to ELA achievement, math was a weaker area with 71% meeting or exceeding standards as compared to 80% in ELA.

School and Student Performance Data

Academic Performance
Science

The 2025 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	2	2

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 No Performance Color	 No Performance Color
69.1 science points	63.2 science points	Fewer than 11 students - No Data for Privacy
Maintained 0.7 points	Maintained 0.3 points	2 Students
176 Students	26 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	63.1 science points
1 Student		Increased 4.1 points
		55 Students

Students with Disabilities	African American	American Indian
 No Performance Color Fewer than 11 students - No Data for Privacy 7 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	 No Performance Color 0 Students
Asian	**Filipino**	**Hispanic**
 Blue 74.1 science points Maintained -0.1 points 68 Students	 No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	 Green 64.2 science points Increased 2.3 points 54 Students
Two or More Races	**Pacific Islander**	**White**
 No Performance Color Fewer than 11 students - No Data for Privacy 10 Students	 No Performance Color 0 Students	 Blue 68.3 science points Maintained 0 points 35 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
	
Green	No Performance Color
63 making progress.	making progress.
Number Students: 54 Students	Number Students: 6 Students

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

2025 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
11.1%	25.9%	0%	63%

Conclusions based on this data:

1. The majority of English Learners (63%) demonstrated positive growth by progressing at least one ELPI level, indicating overall strong language development this past school year.
2. A minority of students (25.9%) maintained their current proficiency at lower ELPI levels, suggesting a need for targeted instructional support to accelerate progress.
3. 11.1% of students decreasing one ELPI level and 0% maintaining Level 4 indicates that there is both regression among some English Learners and a lack of students sustaining proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The 2025 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Blue	 Green	 No Performance Color
4.5% Chronically Absent	7.9% Chronically Absent	Fewer than 11 students - No Data for Privacy
Declined 4.1	Declined 6	8 Students
886 Students	89 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Green
Fewer than 11 students - No Data for Privacy	0 Students	8.8% Chronically Absent
2 Students		Declined 8.6
		261 Students

Students with Disabilities	African American	American Indian
 Green	 No Performance Color	 No Performance Color
5.7% Chronically Absent	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Declined 6.5	8 Students	4 Students
88 Students		

Asian	Filipino	Hispanic
 Green	 Green	 Green
3.2% Chronically Absent	3.2% Chronically Absent	9.4% Chronically Absent
Declined 0.5	Maintained 0.2	Declined 7.9
376 Students	31 Students	223 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Blue
1.5% Chronically Absent	Fewer than 11 students - No Data for Privacy	2.3% Chronically Absent
Declined 2.6	1 Student	Declined 5.2
66 Students		177 Students

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2025 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.

2025 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.

2025 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2025 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	1	2

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Orange	 Orange	 No Performance Color
1.1% suspended at least one day	2.2% suspended at least one day	Fewer than 11 students - No Data for Privacy
Increased 1.1%	Increased 2.2%	9 Students
896 Students	90 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color	 No Performance Color	 Orange
Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy	2.2% suspended at least one day
2 Students	2 Students	Increased 2.2%
		269 Students

Students with Disabilities	African American	American Indian
 Orange	 No Performance Color	 No Performance Color
3.4% suspended at least one day	Fewer than 11 students - No Data for Privacy	Fewer than 11 students - No Data for Privacy
Increased 3.4%	9 Students	4 Students
89 Students		

Asian	Filipino	Hispanic
 Green	 Blue	 Red
0.3% suspended at least one day	0% suspended at least one day	3.1% suspended at least one day
Increased 0.3%	Maintained 0%	Increased 3.1%
378 Students	31 Students	229 Students

Two or More Races	Pacific Islander	White
 Blue	 No Performance Color	 Yellow
0% suspended at least one day	Fewer than 11 students - No Data for Privacy	0.6% suspended at least one day
Maintained 0%	1 Student	Increased 0.6%
67 Students		177 Students

Conclusions based on this data:

1.

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.

Student Achievement
Based on the 2026 Data, the percentage of students in grades 1-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% from the district diagnostic one results

Based on the 2026 Data, based on the overall ELA distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 73 to 76.

Based on the 2026 Data, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% from the results from the ELPAC.

Based on the 2026 Data, the percentage of students in grades K-2 scoring in levels 1 and 2 ("not mastered") on the final district diagnostic assessments in Math will decrease by at least 10% from the 2025 district diagnostic one results.

Based on the 2026 Data, based on the overall math distance from standard (DFS) score on the SBAC, students in grades 3rd - 6th will increase by 3 points from 59.9 to 61.9.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

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 the California Dashboard Preliminary results, our SPED students were -46.9 for ELA DFS and -55.1 for Math DFS, which places them in the orange band. SPED students will increase DFS by 3 points. They will continue to receive RSP instruction and will receive instruction from the Sonday System, differentiated instruction based on goals and appropriate individualized and small group 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
iReady Data	D2 Data	Increase by 10%
SBAC	Dashboard Data	DFS increase by 3
K Assessments	Benchmark Data	Increase by 10%
ELPAC	2026 Dashboard Data	Increase by 10%

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	Teachers are provided with structured release time to engage in collaborative planning and professional learning focused on Common Core standards, Mathematics instruction, Readers and Writers Workshop, systematic phonics instruction, and International Baccalaureate (IB) Middle Years Programme planning. This dedicated time allows teachers to analyze student data, align instruction to grade-level standards, and design targeted lessons that address identified learning gaps, particularly for students performing below standard, including Special Education and other student subgroups. Through collaboration during release time, teachers refine instructional strategies, develop differentiated lessons, and ensure consistency in the implementation of research-based practices such as explicit phonics instruction and workshop-based literacy instruction. Planning time also supports vertical and horizontal articulation, enabling staff to monitor student progress, adjust instruction, and implement interventions in a timely manner. Additionally, release time for IB Middle Years Programme planning strengthens inquiry-based instruction, promotes rigorous academic expectations, and supports the development of critical thinking and problem-solving skills aligned to state standards and assessment expectations. This collaborative planning structure ensures that instruction remains standards-based, data-driven, and responsive to student needs. Providing teachers with release time directly supports the school's academic goals by improving instructional quality, strengthening intervention planning, and increasing student access to targeted, high-quality instruction. These actions are expected to contribute to measurable improvements in student performance, including increased Distance From Standard (DFS) scores in English Language Arts and Mathematics.	All students	16670 LCFF - Base 1000-1999: Certificated Personnel Salaries sub release time 39232 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.2	Materials and supplies are provided to support high-quality instruction in English Language Arts (ELA) and Mathematics aligned to state standards and district curriculum. These resources include instructional materials, intervention programs, manipulatives, assessment tools, and supplemental learning supplies designed to address diverse student learning needs and reinforce core academic skills. Access to appropriate instructional materials enables teachers to implement differentiated	All students	47022 LCFF - Base 4000-4999: Books And Supplies Materials and Supplies 40000 LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	instruction, provide targeted interventions, and deliver standards-based lessons that support student mastery of foundational literacy and numeracy skills. In ELA, materials such as leveled texts, phonics resources, writing supplies, and literacy intervention tools support reading comprehension, language development, and writing proficiency. In Mathematics, manipulatives, problem-solving resources, and supplemental practice materials help students develop conceptual understanding, computational fluency, and mathematical reasoning. These materials also support small-group instruction and intervention for students performing below grade level, including English Learners and students with disabilities, by providing hands-on and scaffolded learning opportunities that address specific skill gaps identified through assessment data. Additionally, assessment and progress-monitoring supplies allow teachers to regularly evaluate student performance and adjust instruction to ensure continuous academic growth. Providing adequate materials and supplies ensures that instruction remains rigorous, engaging, and responsive to student needs. The strategic use of these resources directly supports the attainment of Goal 1, as measured by improved student achievement on local assessments and state indicators, including increased Distance From Standard (DFS) scores and reduced percentages of students performing below standard.		
1.3	Instructional aides play a critical role in supporting the implementation of targeted instructional strategies that promote student achievement in English Language Arts (ELA) and Mathematics. Instructional aides provide supplemental assistance to teachers by delivering small-group and individualized support focused on emergent reading skills, Response to Intervention (RtI) services, and structured Physical Education activities that contribute to improved student engagement and readiness to learn. In the area of emergent reading, instructional aides work closely with classroom teachers to reinforce foundational literacy skills such as phonemic awareness, decoding, fluency, and comprehension. Through guided practice, repetition, and scaffolded instruction, aides support students who are performing below grade level, including English Learners and students with disabilities, ensuring that early literacy gaps are addressed in a timely and systematic manner. This targeted support strengthens students' ability to access grade-level curriculum and improves overall academic performance in ELA.	All students	28908 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Instructional Aide Pay-Kinder None Specified None Specified

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Instructional aides also support the implementation of the Response to Intervention (RtI) framework by assisting with the delivery of Tier 2 and Tier 3 interventions, monitoring student progress, and providing additional practice opportunities aligned to identified learning needs. Their involvement allows for increased instructional time, more frequent feedback, and consistent reinforcement of key academic skills in both ELA and Mathematics. This structured intervention support helps reduce the number of students performing below standard and promotes measurable academic growth. Additionally, instructional aides supporting Physical Education contribute to student achievement by promoting physical activity, coordination, and social-emotional development, all of which are associated with improved focus, attendance, and classroom engagement. Increased student engagement and readiness to learn support sustained participation in academic instruction, thereby contributing indirectly but meaningfully to improved outcomes in ELA and Mathematics. Collectively, the support provided by instructional aides enhances instructional capacity, strengthens intervention systems, and ensures that students receive timely, differentiated assistance. These actions directly support Goal 1, as evidenced by improved assessment outcomes, increased student progress toward standards, and reductions in the number of students performing below grade level.		
1.4	The Physical Education (PE) teacher supports the implementation of Professional Learning Community (PLC) time for all grade levels, TK-8, by providing supervision and structured physical education instruction that allows classroom teachers to participate in collaborative planning and data analysis sessions. This scheduling support ensures that teachers have protected time to engage in meaningful collaboration focused on improving instructional practices in English Language Arts (ELA) and Mathematics. During PLC time, teachers analyze student performance data, identify areas of need, develop targeted instructional strategies, and monitor student progress toward grade-level standards. The PE teacher's role during this time maintains continuity of instruction while enabling classroom teachers to participate fully in professional collaboration without interrupting student learning. This coordinated structure strengthens instructional alignment, promotes consistency in curriculum implementation, and supports the development of effective interventions for students performing below standard.	All students	25000 LCFF - Base 1000-1999: Certificated Personnel Salaries PE teacher pay 25000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Additionally, the PE program contributes to improved student readiness to learn by promoting physical activity, self-regulation, and engagement, which are associated with increased focus and academic performance in the classroom. By supporting both teacher collaboration and student wellness, the PE teacher plays an essential role in sustaining an effective instructional environment. Providing PE teacher support for PLC time contributes towards collaborative planning, data-driven instruction, and coordinated intervention efforts that lead to improved student outcomes and increased academic achievement across grade levels.		
1.5	Support for English Language Learners (ELLs) is a critical component in helping Beechwood students demonstrate proficiency or growth toward proficiency in ELA and Math. Targeted services and instructional supports are provided to ensure that English Learners develop the language skills necessary to access grade-level content, participate meaningfully in classroom instruction, and demonstrate academic progress toward state standards. Designated and integrated English Language Development (ELD) instruction is implemented to strengthen students' listening, speaking, reading, and writing skills aligned to the California ELD standards. Teachers use data from assessments, including classroom assessments and English language proficiency measures, to identify student needs and provide differentiated instruction that supports both language acquisition and academic achievement. Instructional strategies such as vocabulary development, structured academic discourse, and scaffolded reading and writing activities help English Learners build the language proficiency required for success in ELA and Mathematics. Additional supports for English Learners may include small-group instruction, targeted interventions, and the use of supplemental instructional materials designed to reinforce foundational literacy and numeracy skills. Collaboration among classroom teachers, intervention staff, and support personnel ensures that instruction is coordinated and responsive to student progress. Ongoing progress monitoring allows staff to adjust instruction and provide timely support to accelerate learning and close achievement gaps. By strengthening language development and providing targeted academic support, services for	All students	4000 LCFF - Base 2000-2999: Classified Personnel Salaries Extra aide support

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	English Language Learners increase students' ability to meet grade-level expectations and demonstrate measurable academic growth.		
1.6	Printing services support the implementation of high-quality instruction and intervention aligned to Goal 1 by ensuring that teachers and students have timely access to essential instructional and assessment materials. Reliable printing services enable the consistent distribution of standards-based curriculum resources, assessments, intervention materials, and progress-monitoring tools necessary to support effective teaching and learning. Printed instructional materials such as lesson resources, practice activities, graphic organizers, and differentiated assignments allow teachers to provide targeted instruction that addresses diverse student learning needs. In ELA, printed materials support reading comprehension, writing development, phonics instruction, and vocabulary acquisition. In Mathematics, printed problem-solving tasks, practice sheets, and visual supports reinforce conceptual understanding, procedural fluency, and mathematical reasoning. Access to these materials ensures that students receive structured opportunities to practice and apply grade-level skills. Printing services also support the administration of formative and summative assessments, including diagnostic assessments, intervention progress-monitoring tools, and data analysis documents used during Professional Learning Community (PLC) meetings. Having readily available printed data reports and instructional resources allows teachers to efficiently analyze student performance, plan targeted interventions, and monitor progress toward academic goals. By providing consistent access to instructional and assessment materials, printing services strengthen instructional delivery, support differentiated learning, and facilitate data-driven decision-making.	All students	14000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Printing Services
1.7	Teachers consistently implement the State-Adopted Common Core Curriculum Standards with fidelity to ensure that all students receive rigorous, standards-based instruction aligned to grade-level expectations. Consistent implementation of the adopted curriculum provides a structured framework for teaching essential knowledge and skills in English Language Arts (ELA) and Mathematics, ensuring alignment between instruction, assessment, and student learning outcomes in support of Goal 1.	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Each departmental Professional Learning Community (PLC) team will collaborate regularly to review standards and curriculum materials, clarify instructional expectations, and ensure coherence in the delivery of instruction across classrooms and grade levels. Through ongoing collaboration, teachers will analyze student performance data, identify priority learning targets, and develop instructional strategies to address areas of need. PLC teams will also monitor pacing and curriculum implementation to ensure that all required content is taught and that instruction remains aligned to state standards. In addition, teachers will identify and focus on Guaranteed and Viable (Visible) Standards, which represent the most essential learning outcomes necessary for student success. Instruction and assessments will be aligned to these priority standards to ensure that all students receive sufficient time, support, and opportunities to master critical skills. PLC teams will use formative assessments and common assessments to measure student progress and determine the effectiveness of instructional practices. Each PLC Team will collaborate to review standards and curriculum, clarify when needed, and make sure all content within the curriculum are being taught and that 100% of students demonstrate mastery on identified Guaranteed and Visible Standards. Through systematic collaboration, consistent curriculum implementation, and ongoing monitoring of student learning, teachers will work to ensure that all students achieve mastery of identified standards. These coordinated efforts strengthen instructional quality, promote accountability for student outcomes, and support measurable academic growth.		
1.8	“Best First Teach” will be ensured through the consistent implementation of research-based instructional practices aligned to Marzano instructional strategies. These strategies provide a structured framework for delivering high-quality, standards-based instruction that emphasizes clear learning goals, effective feedback, student engagement, and continuous monitoring of student progress. By prioritizing strong initial instruction, teachers reduce the need for remediation and increase the likelihood that students will master grade-level standards during core instructional time. Teachers will intentionally apply Marzano strategies such as setting clear learning objectives, using formative assessment to monitor understanding, providing timely and specific feedback, and employing instructional techniques	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	that promote active student participation and critical thinking. These practices support differentiated instruction and allow teachers to respond promptly to student needs, ensuring that all learners, including English Learners, students with disabilities, and students performing below grade level, receive appropriate support to achieve academic success. Professional Learning Community (PLC) teams will collaborate to plan lessons, share effective instructional practices, and analyze student data to refine instruction and ensure alignment to priority standards. Ongoing professional development and coaching will support teachers in strengthening their instructional delivery and maintaining fidelity to the “Best First Teach” approach. By ensuring that high-quality instruction occurs during the initial delivery of content, the implementation of Marzano strategies increases student engagement, improves understanding of grade-level standards, and promotes consistent academic growth.		
1.9	Common assessments will be systematically developed, administered, and analyzed to guide instructional planning and improve student achievement in English Language Arts (ELA) and Mathematics. These assessments are aligned to State-Adopted Common Core Standards and identified priority (Guaranteed and Viable) standards to ensure consistency in measuring student learning across classrooms and grade levels. Teachers, working within Professional Learning Community (PLC) teams, will collaborate to generate common formative and summative assessments that reflect essential learning targets and rigor expected at each grade level. These assessments provide a shared measure of student understanding and allow educators to evaluate the effectiveness of instructional practices and curriculum implementation. Following administration, assessment data will be reviewed collaboratively to identify trends in student performance, pinpoint areas of strength and need, and determine instructional next steps. Teachers will use this analysis to adjust pacing, refine instructional strategies, and provide targeted interventions or enrichment as needed. This data-driven cycle of instruction ensures that teaching is responsive and focused on closing achievement gaps. The ongoing use of common assessments promotes instructional consistency, strengthens	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	collaboration among educators, and supports accountability for student learning outcomes. By providing timely and actionable data, common assessments enable teachers to make informed decisions that improve instructional effectiveness and student achievement.		
1.10	Instructional support for the 4Cs of the Common Core—Communication, Critical Thinking, Collaboration, and Creativity—will be embedded through the implementation of the Visual Innovation Program to strengthen student achievement in English Language Arts (ELA) and Mathematics. The Visual Innovation Program provides students with structured opportunities to engage in learning experiences that require them to interpret, analyze, and communicate information using visual, digital, and project-based modalities. These experiences promote deeper understanding of academic content by encouraging students to move beyond rote memorization toward application, synthesis, and evaluation of concepts aligned to grade-level standards. Through program activities, students develop communication skills by clearly expressing ideas in oral, written, and visual formats. Critical thinking is strengthened as students analyze problems, evaluate evidence, and justify reasoning in both ELA and Mathematics contexts. Collaboration is fostered through structured group tasks that require shared responsibility, discussion, and consensus-building. Creativity is developed as students design and present original solutions, models, and representations of their learning. Teachers integrate the Visual Innovation Program into standards-based instruction to enhance engagement and support multiple pathways for student learning. This integration allows for differentiation and provides access points for diverse learners, including English Learners and students performing below grade level, thereby increasing opportunities for mastery of academic content. By embedding the 4Cs through the Visual Innovation Program, instruction becomes more rigorous, engaging, and aligned with 21st-century learning expectations. These practices deepen student understanding, improve retention of content, and strengthen academic performance in ELA and Mathematics.	All students	
1.11	Push-in and pull-out Resource Specialist Program (RSP) services are provided to support students with disabilities in meeting their Individualized Education Program (IEP) goals in English	Kindergarten-8th Grade students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Language Arts (ELA) and to promote progress toward Goal 1: All students will demonstrate proficiency or growth toward proficiency in ELA and Mathematics. Through push-in support, the RSP teacher collaborates directly within the general education classroom to provide targeted instruction, scaffolding, and accommodations aligned to student IEP goals. This model ensures students have access to grade-level ELA content while receiving immediate instructional support in areas such as reading comprehension, written expression, vocabulary development, and foundational literacy skills. Through pull-out instruction, students receive more intensive, individualized or small-group support designed to address specific skill deficits identified through assessment data and IEP goal areas. Instruction is explicit, systematic, and individualized, focusing on strengthening core literacy skills such as decoding, fluency, comprehension strategies, and writing conventions. RSP services are closely aligned with classroom instruction to ensure consistency, reinforcement of grade-level standards, and transfer of skills back into the general education environment. Ongoing collaboration between RSP staff and general education teachers supports coordinated instruction, progress monitoring, and timely adjustments to interventions based on student performance data. By providing both push-in and pull-out support, RSP services ensure that students with an IEP receive equitable access to rigorous ELA instruction while making measurable progress toward their IEP goals and grade-level standards.		
1.12	Intensive small group interventions are provided during the school day for students in Transitional Kindergarten through 8th grade to directly support progress towards proficiency and mastery. These interventions are designed to address identified skill gaps and accelerate student learning for those performing below grade level expectations. Students are identified for intervention services through multiple measures, including classroom performance, diagnostic assessments, formative assessments, and teacher recommendations. Based on this data, students are grouped flexibly to receive targeted instruction focused on specific skill deficits in foundational literacy and numeracy. In ELA, intervention instruction may focus on phonemic awareness, phonics, fluency, vocabulary development, reading comprehension, and written	Kindergarten-8th Grade students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	expression. In Mathematics, instruction targets number sense, computational fluency, problem-solving strategies, and conceptual understanding of grade-level content. Interventions are delivered in small group settings to allow for increased instructional intensity, individualized feedback, and frequent progress monitoring. Instruction is explicit, systematic, and responsive to student needs, ensuring that students receive focused support aligned to grade-level standards and essential prerequisite skills. Teachers and intervention staff regularly analyze student data to adjust instruction, regroup students as needed, and monitor progress toward mastery of identified learning targets. By providing structured, data-driven intervention within the school day, these services ensure that struggling learners receive timely and effective support without missing core instruction. This approach accelerates learning, reduces achievement gaps, and increases the number of students meeting grade-level expectations.		
1.13	Teachers will participate in a series of collegial observation visits to classrooms across the campus to enhance a shared and comprehensive understanding of school-wide instructional programs and practices. These structured observation opportunities are designed to strengthen instructional consistency, promote professional collaboration, and support improved student outcomes in alignment with Goal 1. Through observation cycles, teachers will have the opportunity to observe effective instructional strategies, classroom management techniques, and the implementation of district-adopted curriculum and intervention programs in real time. These observations allow educators to examine how colleagues deliver standards-based instruction, integrate best practices such as differentiation and scaffolding, and support student engagement and mastery of learning objectives. Following each observation, teachers will engage in reflective dialogue and collaborative discussion to identify effective practices, consider instructional refinements, and explore ways to apply observed strategies within their own classrooms. This process fosters a culture of continuous improvement and collective responsibility for student learning outcomes. Collegial observation visits also support alignment across grade levels and departments by building a shared understanding of instructional expectations and ensuring consistency in the delivery of core	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	content. This increased instructional coherence strengthens the effectiveness of teaching practices and enhances student access to high-quality instruction. By promoting professional learning, collaboration, and the sharing of effective instructional strategies, collegial observation visits contribute to improved instructional quality and student achievement.		
1.14	A comprehensive system of planning, implementation, communication, and collaboration will be utilized to support student learning and directly advance Goal 1. These structures ensure alignment between instruction, school-wide expectations, and home-school partnerships while promoting continuous monitoring of student progress. Fall and Spring Parent Conferences provide structured opportunities for teachers and families to review student academic performance, discuss progress toward grade-level standards, and identify targeted supports needed for success in ELA and Mathematics. These conferences strengthen family engagement and ensure shared responsibility for student achievement. The Student Leadership Council promotes student voice, leadership development, and engagement in school culture, which contributes to increased motivation and ownership of learning. The School Site Council (SSC) and English Learner Advisory Committee (ELAC) provide governance and advisory structures that support data-informed decision-making, program evaluation, and the development of strategies to improve student outcomes, particularly for English Learners and other targeted student groups. The PTSA further strengthens family and community engagement by supporting communication, resources, and school-wide initiatives that enhance instructional programs. Student agendas support organization, accountability, and communication between home and school, reinforcing student responsibility for assignments, behavior, and academic progress. Blackboard Connect systems, including teacher use, ensure timely and consistent communication with families regarding attendance, academic updates, school events, and student progress, strengthening the home–school connection essential for student success. Instructional platforms such as Illuminate and i-Ready provide critical data and instructional resources that support teachers in monitoring student performance, identifying skill gaps, and	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	delivering targeted instruction and interventions. These systems enable ongoing progress monitoring and data-driven instructional decision-making aligned to standards-based goals in ELA and Mathematics. Together, these structures create a cohesive system that supports collaboration among staff, families, and students. By strengthening communication, increasing access to data, and promoting shared accountability, these tools and practices directly support improved student achievement.		
1.15	Conferences and professional development opportunities are a key component of building staff capacity to improve student achievement in English Language Arts (ELA) and Mathematics. These learning opportunities ensure that educators remain current with evidence-based instructional practices, standards implementation, and data-driven instructional strategies. Participation in conferences allows teachers and administrators to engage with current research, best practices, and innovative instructional strategies aligned to the State-Adopted Common Core Standards. Educators gain access to new approaches in literacy, mathematics instruction, intervention design, assessment practices, and the effective integration of technology to support student learning. These experiences broaden instructional knowledge and provide practical strategies that can be implemented in the classroom to improve student outcomes. Site-based and district professional development further supports the consistent implementation of high-quality instruction by focusing on key areas such as standards-based instruction, differentiation, classroom assessment, intervention strategies, English Language Development (ELD), and data analysis. Professional learning communities and training sessions provide structured opportunities for teachers to collaborate, analyze student data, refine instructional practices, and align curriculum to identified priority standards. Ongoing professional development also supports the effective use of instructional programs and tools such as curriculum resources, assessment platforms, and intervention systems, ensuring that staff can effectively interpret data and respond to student needs in a timely manner. This continuous cycle of learning and implementation strengthens instructional coherence across grade levels and subject areas.	All students	2000 LCFF - Base 5000-5999: Services And Other Operating Expenditures Conference Registration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	By investing in conferences and professional development, the school ensures that educators are equipped with the knowledge and skills necessary to deliver high-quality instruction and targeted interventions. These efforts directly contribute to improved student engagement, increased academic achievement, and measurable progress toward Goal 1 in both ELA and Mathematics.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

The overall implementation and effectiveness has been effective through data-driven instruction, collaboration, and targeted interventions in ELA and math, resulting in increased student growth, engagement, and progress toward proficiency, and these practices will continue to be refined to ensure ongoing improvement for all students.

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

We ended up spending money on paying for our Kindergarten aides to get trained in learning how to give the RDRS.

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 are making strong progress toward our goal of increasing outcomes on the ELPAC Dashboard by 10%. Through consistent implementation of targeted instructional strategies, we are seeing positive trends in student engagement, language development, and overall performance across the domains of listening, speaking, reading, and writing.

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.

Technology and Digital Literacy
All Beechwood students and staff will have access to and demonstrate mastery of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences so that each student completes a minimum of two age-appropriate technology projects that demonstrates creativity, communication, critical thinking, and collaboration.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

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.

Beechwood continues to focus on meeting the growing demands of technology and ensuring our students are prepared for college and career-readiness by providing opportunities to access engaging instructional resources, such as coding, robotics, eSports, and Project Lead the Way.

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
Access to age-appropriate technology	Start of the school year - 0%	100% of students will have access to age-appropriate technology
Completion of Common Sense Digital Citizenship lessons annually	Start of the school year - 0%	100% of lessons will be completed

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	At this school site, in-class professional development will be provided through the Technology Integration TOSA to directly support teachers in embedding meaningful technology use into daily instruction. This support will be job-embedded and responsive to site needs, focusing on practical strategies that teachers can immediately apply with their students. Professional learning will include modeling and co-teaching around sketchnoting to strengthen student processing and visual representation of thinking, green screen applications to support creative storytelling and content demonstration, Google	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Workspace for Education to enhance collaboration and communication, and additional presentation and multimedia tools that allow students to actively create and share their learning. The TOSA will work alongside classroom teachers during instructional time to demonstrate how these tools can be integrated into existing units rather than treated as stand-alone activities. Teachers will receive support in designing lessons where students use digital tools to explain their thinking, present solutions, collaborate with peers, and reflect on their learning. This approach ensures that technology integration is aligned with grade-level standards and instructional goals while building teacher confidence through direct, sustained coaching. This school-based professional development directly supports the school's goal that all students and staff demonstrate mastery of 21st-century learning tools and skills through authentic, project-based learning experiences. By strengthening instructional practice at the classroom level, students will have consistent opportunities to complete technology-rich projects that require creativity, communication, critical thinking, and collaboration. These experiences ensure that students are not only learning content but also applying it through meaningful digital creation. In alignment with the district LCAP goal, this site-based support ensures equitable access to high-quality instructional technology and personalized learning opportunities within every classroom. As teachers integrate tools such as Google Apps for Education and multimedia platforms, students will develop the digital and informational literacy skills necessary for college and career readiness. Additionally, this professional learning directly supports the identified school need to expand student access to engaging instructional experiences in coding, robotics, esports, and Project Lead the Way by building teacher capacity to integrate technology as a core instructional practice. As teachers become more skilled in using digital tools to enhance instruction, the school will strengthen its overall STEM and career pathway offerings, ensuring students are prepared for increasingly technology-driven academic and professional environments.		
2.2	Four staff members will attend the Annual CUE Conference to expand their knowledge and skills in the effective integration of educational technology, instructional innovation, and digital learning strategies. Participation in this conference will provide access to current research-based	all students	7819 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	practices, hands-on workshops, and expert-led sessions focused on enhancing student engagement, improving digital instruction, and supporting the development of 21st-century learning environments. Topics explored at the conference will directly support classroom implementation of tools and strategies that promote creativity, collaboration, communication, critical thinking, and digital literacy. Upon return, these staff members will serve as site-based learning leaders by sharing key takeaways, resources, and instructional strategies with colleagues through structured professional learning opportunities. This may include staff meetings, collaborative planning sessions, and demonstration lessons that model effective integration of tools and practices such as Google Workspace for Education, multimedia creation platforms, coding applications, and other digital learning resources. This “train-the-trainer” approach ensures that conference learning extends beyond individual participants and directly benefits the broader school community. This professional learning opportunity, funded through the Beechwood Foundation, directly supports the school and district goals by strengthening staff capacity to provide students with access to high-quality digital tools and engaging instructional experiences. As instructional practices are enhanced through shared learning, students will have increased opportunities to complete technology-rich, project-based learning tasks that demonstrate mastery of academic content while building essential 21st-century skills. In alignment with the LCAP goal, this investment supports the expansion of professional learning focused on digital and informational literacy, ensuring that teachers are equipped to integrate technology in ways that improve student access, engagement, and achievement. The dissemination of conference learning across the site will help ensure consistent implementation of innovative instructional practices that prepare students for college and career readiness. Additionally, this initiative supports the identified school need to expand opportunities in areas such as coding, robotics, esports, and Project Lead the Way by exposing staff to emerging practices and tools that can be translated into classroom instruction. As a result, students will benefit from more rigorous, relevant, and technology-rich learning experiences that foster problem-solving, collaboration, and applied technical skills.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.3	The school will enhance the STEM lab through the purchase of updated equipment, instructional materials, and software to fully support the implementation and expansion of Project Lead the Way (PLTW) programming. This investment will ensure that students have access to high-quality, hands-on STEM learning experiences that reflect current industry standards and practices in engineering, computer science, and biomedical science. By strengthening the lab environment, the school will provide students with authentic opportunities to engage in inquiry-based, design-oriented learning that emphasizes problem-solving, systems thinking, and applied scientific and mathematical concepts. In addition to materials and software, targeted training will be provided to staff to ensure effective implementation of PLTW curriculum and integration of STEM lab resources into daily instruction. Professional learning will focus on instructional strategies that support student engagement in project-based learning, use of lab technologies, and facilitation of collaborative problem-solving tasks. This will build teacher capacity to guide students through rigorous, standards-aligned STEM experiences that promote both conceptual understanding and technical skill development. This enhancement directly supports the school's goal of ensuring all students demonstrate mastery of 21st-century learning tools and skills through meaningful, project-based learning experiences. By engaging in PLTW coursework within a well-equipped STEM lab, students will complete authentic projects that require creativity, communication, critical thinking, and collaboration while applying real-world engineering and scientific processes. In alignment with the district LCAP goal, this investment expands access to high-quality instructional technology and personalized learning opportunities within a STEM-focused environment. Students will develop digital and informational literacy skills through the use of industry-relevant software and tools, preparing them for college and career pathways in high-demand fields. Furthermore, this initiative directly addresses the identified school need to expand access to coding, robotics, and other STEM-related opportunities. Enhancing the STEM lab ensures that students are not only exposed to these disciplines but are actively engaged in rigorous, hands-on learning experiences that build foundational skills in innovation, technology, and engineering design.	Middle School students	41618 LCFF - Supplemental 4000-4999: Books And Supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.4	The school will implement the iReady diagnostic assessments and the iXL learning platform to strengthen instructional decision-making and support student growth in reading and mathematics. The iReady assessments will provide accurate, standards-aligned data on students' current proficiency levels, identifying specific strengths and skill gaps in foundational literacy and numeracy. This information will enable teachers to tailor instruction, provide targeted interventions, and monitor student progress over time with greater precision. The iXL program will be used as a supplemental instructional tool to provide individualized practice in key skill areas aligned to grade-level standards. Students will engage in adaptive learning activities that reinforce foundational skills in reading and math, allowing for differentiated practice that meets each learner at their instructional level. This combination of diagnostic assessment and adaptive practice ensures that instruction is both data-driven and responsive to student needs. Funded through the Beechwood Foundation, this initiative directly supports the school's goal of ensuring that all students develop the skills necessary to engage in rigorous, technology-enhanced learning experiences and demonstrate mastery of academic content. By strengthening foundational skills, students will be better prepared to successfully complete technology-rich, project-based learning tasks that require critical thinking, problem-solving, and effective communication. In alignment with the district LCAP goal, the implementation of iReady and iXL expands access to high-quality digital learning tools that support personalized instruction and improve student achievement in core academic areas. These platforms provide actionable data for teachers and targeted practice opportunities for students, ensuring equitable access to resources that promote college and career readiness. Additionally, this initiative supports the identified school need to improve academic preparedness in foundational literacy and mathematics, which are essential for success in advanced coursework such as coding, robotics, and Project Lead the Way. By strengthening these core skills through consistent, data-informed practice, the school will build a stronger academic foundation that enables students to fully engage in STEM and 21st-century learning opportunities.	all students	
2.5	The school will dedicate professional development time to strengthening the integration of sound pedagogy with modern instructional technologies,	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	ensuring that technology use is purposeful, standards-aligned, and grounded in effective instructional practice. This focus will support teachers in making informed decisions about when and how to use digital tools to enhance learning, rather than using technology for its own sake. Professional learning will emphasize instructional design principles such as active learning, formative assessment, differentiation, and student engagement, paired with the effective use of digital platforms and tools. Teachers will explore how modern instructional technologies-such as collaborative Google Workspace tools, multimedia creation applications, adaptive learning systems, and presentation platforms-can be intentionally embedded into lessons to deepen understanding, promote student discourse, and increase rigor. This professional development will be job-embedded and collaborative, allowing teachers to apply pedagogical strategies directly within their classrooms with support from instructional leaders and peers. Coaching cycles, modeling, and reflective practice will be used to help teachers refine their instructional approaches and ensure that technology enhances, not replaces, strong teaching practices. This initiative directly supports the school's goal of ensuring that all students and staff demonstrate mastery of 21st-century learning tools and skills through meaningful, rigorous learning experiences. By strengthening the connection between pedagogy and technology, students will engage in more effective, standards-aligned instruction that fosters creativity, communication, critical thinking, and collaboration through authentic learning tasks. In alignment with the district LCAP goal, this focus ensures that digital tools are used to support high-quality instruction and personalized learning experiences that improve student access and achievement. Teachers will be better equipped to use technology to differentiate instruction, monitor student progress, and provide timely feedback, all of which contribute to improved outcomes in digital and informational literacy. Additionally, this professional learning supports the identified school need to expand engaging, technology-rich instructional opportunities in areas such as coding, robotics, esports, and Project Lead the Way by ensuring that these programs are implemented with strong instructional foundations. As a result, students will benefit from learning experiences that are both pedagogically sound and technologically enriched, preparing them for		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	college, career, and future innovation-driven environments.		
2.6	The school will engage students in authentic learning experiences that connect classroom instruction to real-world data, tools, and experts they will encounter in college, career, and daily life. Instruction will emphasize active learning through the investigation and solution of meaningful, relevant problems that require students to apply critical thinking, collaboration, and communication skills. By incorporating real-world contexts and resources into instruction, students will develop deeper understanding of academic content while building practical skills aligned to future expectations beyond K-12 education. These experiences will help students see the relevance of their learning and increase engagement, motivation, and ownership of their academic growth. This approach directly supports the school's and district's goals of developing 21st-century skills and ensuring students are prepared for college and career readiness. It also strengthens digital and informational literacy as students analyze authentic data, use industry-relevant tools, and interact with expert knowledge to solve complex problems in meaningful ways.	all students	
2.7	The school will support expanded community and international involvement in student learning through both face-to-face and online opportunities. Students will engage with local community partners, industry professionals, and global collaborators to deepen understanding of academic content and broaden their perspectives. These connections will be facilitated through classroom partnerships, virtual collaboration platforms, and project-based learning experiences that connect students with real-world audiences and expertise. By interacting with individuals beyond the classroom, students will strengthen communication skills, cultural awareness, and global competence. In addition, Common Sense Digital Citizenship Lessons will be implemented in classrooms to ensure that students are taught the responsible, ethical, and safe use of technology to learn, create, and participate. These lessons will reinforce empowering K–12 students to think critically, behave safely, and practice healthy habits, fostering positive online communities while navigating challenges like cyberbullying, misinformation, and privacy. This approach supports the school's and district's goals by enhancing authentic, technology-rich	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	learning experiences that develop 21st-century skills and digital literacy. It also strengthens student engagement and prepares learners for success in an interconnected, global society.		
2.8	The school will encourage participation in coding, robotics, and eSports across all applicable grade levels to expand student access to high-interest, future-ready learning opportunities. These programs will provide hands-on experiences in computational thinking, problem-solving, teamwork, and strategic decision-making. Through structured instruction and extracurricular opportunities, students will engage with emerging technologies in ways that build foundational STEM skills and promote engagement in rigorous, standards-aligned learning. Coding and robotics will support logical reasoning and engineering design processes, while eSports will foster collaboration, communication, and digital citizenship. This initiative supports the school's and district's goals by ensuring equitable access to engaging technology-based programs that build 21st-century skills and promote college and career readiness. It also aligns with the identified need to expand STEM opportunities and strengthen student pathways in technology-rich fields.	all students	
2.9	The school will support innovative instructional methods that integrate supportive technologies with inquiry-based and problem-based learning approaches to promote higher-order thinking skills across all content areas. Instruction will emphasize student-centered learning experiences in which students analyze complex problems, collaborate on solutions, and apply critical thinking using digital tools that enhance engagement and understanding. Teachers will be encouraged and supported in pursuing Google certification to strengthen their proficiency in instructional technology and deepen their ability to integrate Google Workspace tools effectively into teaching and learning. This professional learning will enhance consistency in digital instruction and expand teachers' capacity to design rigorous, technology-rich lessons. This initiative directly supports the school's and district's goals by improving access to high-quality instructional technology and ensuring students engage in meaningful, standards-aligned learning experiences that build 21st-century skills. It also strengthens digital literacy, collaboration, and problem-solving skills essential for college and career readiness.	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.10	The school will intentionally teach students how to use artificial intelligence tools in ways that are appropriate, ethical, and academically responsible. Instruction will focus on helping students understand both the capabilities and limitations of AI, with an emphasis on maintaining academic integrity and using technology to enhance-not replace-their own thinking and learning. Students will be guided in the responsible use of AI to support research, problem-solving, writing, and creative processes while continuing to demonstrate their own understanding and reasoning. This instruction will also promote critical thinking skills as students evaluate AI-generated content for accuracy, bias, and relevance. This initiative supports the school's and district's goals by strengthening digital and informational literacy and ensuring students are prepared to navigate emerging technologies in college, career, and life. It reinforces the development of 21st-century skills by equipping students to use innovative tools thoughtfully, ethically, and effectively.	all students	

Annual Review

SPSA Year Reviewed: 2025-26

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.

Goal 2 has been effectively implemented through strengthened technology access, improved systems, and staff training, leading to greater student engagement and development of essential digital skills, with continued efforts focused on further growth and readiness for future academic and career pathways.

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

We did not end up sending any teachers to the CUE conference due to when the conference was taking place this 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.

Implementation included integrating explicit instruction on ethical AI use into lessons, modeling responsible practices, and providing guided opportunities for students to apply AI as a supportive learning tool while reinforcing critical thinking and academic integrity.

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.

Safe and Secure Environment
Beechwood will provide a welcoming, safe and secure environment for all members of our school community and implement the school wide Positive Behavior Interventions and Support (PBIS) system. Beechwood School will continue implementing of High Reliability Schools Level 2.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

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.

The Beechwood staff will continue to meet monthly to discuss and review data in order to best allocate resources and supervision to best ensure a safe and secure environment campus-wide. Support staff will be trained appropriately and periodically to support this need.

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
Chronic Absenteeism	Dashboard Data	Decrease
Survey Data - Safety and Security	Survey Data	Increase
Second Step Lesson Completion	Second Step Lesson Completion	100% completion of Second Step Lessons
Suspension Rates	Dashboard Data	Decrease/Maintain Suspension Rates

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	The school will intentionally build and sustain a safe and supportive environment in which students and staff feel respected, valued, and physically and emotionally secure. This includes strengthening student-to-student and student-to-teacher relationships through consistent expectations, structured community-building practices, and PBIS-aligned behavior supports. Second-Step Lessons will be incorporated weekly in classrooms at all grade levels. Second Step is a research-based social-emotional learning (SEL) curriculum designed to foster students' social-	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	emotional skills, including empathy, emotion management, and problem-solving, to improve academic success and reduce problem behaviors. It provides age-appropriate, classroom-based lessons, and school-wide tools for all grades to build safe, supportive, and respectful learning environments. A focus on relational trust will be embedded into daily school operations, including classroom practices, supervision, and student engagement strategies. Staff will actively reinforce positive interactions and use restorative approaches when conflicts arise to ensure that all members of the school community feel supported and connected.		
3.2	Beechwood will fully implement the Positive Behavior Interventions and Supports (PBIS) framework to establish consistent behavioral expectations and promote a positive school climate. Systems will be aligned across campus to ensure that students clearly understand expectations and receive consistent reinforcement. Staff will meet monthly to review behavioral and climate data (behavior logs, SWIS data, suspension rates, etc.) to evaluate implementation fidelity and student outcomes. These meetings will be used to identify trends, allocate resources, adjust supervision plans, and refine interventions in alignment with High Reliability Schools Level 2 expectations.	all students	
3.3	A comprehensive school climate survey will be developed to capture input from students, staff, and parents regarding safety, belonging, engagement, and overall school experience. The survey will be designed to produce actionable data that informs school improvement efforts. Once administered, results will be analyzed at both the site and stakeholder-group levels to identify strengths and areas for growth. Findings will be shared with staff and used to guide targeted strategies that strengthen school culture and improve the overall learning environment.	all students	
3.4	A clear vision will be developed for implementing the Common Sense Media Digital Citizenship Certification across instructional programs. This vision will define expectations for instruction, student outcomes, and integration across grade levels. A supporting guide will be created and presented to staff outlining implementation steps, resources, and alignment with existing curriculum. The goal is to ensure students develop the knowledge and skills	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	necessary to engage safely, responsibly, and ethically in digital environments.		
3.5	A Digital Parents' Night will be designed to engage families in understanding how technology is used to support student learning. The event will highlight instructional tools, school expectations, and the importance of digital citizenship. In addition, parents will be provided with practical strategies for supporting responsible technology use at home. The session will strengthen home-school partnerships and ensure consistent messaging around safe and effective digital behavior.	all students	
3.6	The school will implement strategies to support strong attendance and encourage full participation in academic and extracurricular programs. This includes recognition systems, targeted outreach, and ongoing monitoring of attendance data. Saturday School will be offered as an attendance recovery option to support students in meeting attendance requirements and maintaining academic progress. These efforts will be designed to reduce chronic absenteeism and increase overall student engagement in school activities.	all students	
3.7	The school will provide structured opportunities such as assemblies, concerts, classroom competitions, and recognition events to reinforce positive behavior and celebrate achievement. These resources will be intentionally used to build school pride and student motivation. These activities will also serve as tools for strengthening school culture by promoting engagement and positive relationships. Staff will collaborate to ensure that celebrations of success are frequent, meaningful, and aligned with school-wide expectations.	all students	
3.8	The school will maintain a campus environment that is clean, orderly, and conducive to learning. This includes consistent attention to facilities, shared expectations for cleanliness, and coordinated support between staff and custodial teams. Students and staff will be engaged in maintaining campus standards through clear routines and shared responsibility. Ongoing monitoring will ensure that all areas of the school reflect a safe, welcoming, and well-maintained environment.	all students	
3.9	A comprehensive Safe School Plan and Safe School Action Plan will be developed to clearly	all students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	define roles, procedures, and expectations for all staff in the event of a serious emergency. This plan will align with district safety protocols and ensure consistency across all response scenarios. Regular drills and training sessions will be conducted to ensure staff readiness and procedural fluency. Continuous review and refinement of emergency procedures will support a high level of preparedness and campus safety.		
3.10	Red Ribbon Week will be implemented to promote healthy lifestyle choices, substance prevention, and overall student wellness. Activities will be designed to engage students in meaningful discussions and reinforce positive decision-making. Career Day will provide students with exposure to a variety of post-secondary pathways and professional opportunities. Together, these events will encourage students to set goals, prioritize well-being, and develop aspirations for their future.	all students	
3.12	An intramural sports program will be established to provide inclusive opportunities for students to participate in structured physical activity. The program will emphasize participation, teamwork, and positive peer interaction rather than competitive exclusion. This initiative will support student well-being by promoting physical health, school connectedness, and engagement outside the classroom. Activities will be designed to be accessible to a broad range of students and contribute to a positive school climate.	Middle School Students	4800 LCFF - Base 1000-1999: Certificated Personnel Salaries Intramural Sports

Annual Review

SPSA Year Reviewed: 2025-26

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.

We accomplished this by strengthening safety procedures, improving communication and collaboration across sites, and expanding supports and practices that promote the physical, social, and emotional well-being of all students and staff.

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

There were not any major differences between our intended implementation and our budget expenditures.

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.

Beechwood has effectively fostered a welcoming, safe, and secure environment through consistent implementation of PBIS and High Reliability Schools Level 2, and will continue to strengthen these practices by maintaining fidelity, using data to guide decisions, and refining systems to support all students.

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.

Parent Engagement
Beechwood will support excellent communication among all members of our school community and within our District and the City of Fullerton.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

Access and communication is supported through a variety of methods, including PTSA meetings, Foundation meetings, Coffee with the Principal, weekly emails, the school website, social media, and phone calls.

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
PTSA Meetings	Sign-in Sheets	
Foundation Meetings	Sign-in Sheets	
Coffee with the Principal	Sign-in Sheets	
Weekly Emails/Phone Calls	Blackboard Reports	
School Website	Visit Count	
Social Media (Instagram)	Interaction	

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	Office Clerical Support: Office personnel and support staff will assist in maintaining clear, consistent, and welcoming communication with families. Serving as a primary point of contact, the office staff will provide pertinent information regarding school programs, policies, and events while ensuring a positive and supportive experience for all families and the community. Staff will assist in distributing communication materials such as flyers, phone	All Students	13000 LCFF - Base 2000-2999: Classified Personnel Salaries Additional Clerical Support Pay

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	calls, mailings, and digital messages, to ensure families receive timely and accurate information. Translation in both verbal and written communication will be provided as available in order to assist in providing families with access.		
4.2	Classified Support: Classified personnel such as class aides and support staff will help maintain welcoming and clear communication with the community at school-sponsored events such as Back-to-School Night, Open House, orientation, registration, and performances.	All Students	2000 LCFF - Base 2000-2999: Classified Personnel Salaries Classified Support Extra Hour Pay
4.3	Support School to Home and Student Communication: Certificated staff, in collaboration with school administration, will strive to establish a positive rapport and clear lines of communication prior to the start of the school year by disseminating information to families describing school programs, policies, procedures, and expectations via flyers, mailings, emails, social media, website, phone calls, and meetings. All staff will utilize personal phone calls, emails and face-to-face meetings will ensure that important information is conveyed directly and appropriately. The school will establish ongoing and proactive communication via phone, email, newsletters, Blackboard messages, school and teacher websites, social media, and the school marquee, to inform all families of current events, celebrate successes, and support academic excellence. This will be accomplished through consistent and pertinent emails, written communication, and phone calls home by the administration and teachers. Staff will support and participate in family engagement activities, including parent meetings, workshops, and school events that encourage meaningful involvement in student learning and to promote consistent, transparent, two-way communication with families. Learning goals, expectations, and feedback will be clearly communicated to students and families in order to support academic success and engagement, as well as create a culture of inclusion and belonging. Student achievements and positive character traits aligned with our IB MYP will be recognized through classroom activities, lunchtime events, and school-wide events such as trimester awards and monthly flagpole assemblies. Staff will be available to support students in a variety of formal and informal situations in order to ensure that all students feel	All Students	2000 LCFF - Base 5700-5799: Transfers Of Direct Costs Printing Costs

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	heard, supported, and connected to the school community.		
4.4	Support Positive Communication Among Staff: Respectful, clear, and supportive communication skills will be promoted through positive interactions that build trust, strengthen relationships, and create a safe working and learning environment. Through use of a variety of communication tools like emails, phone calls, and written communication, as well as weekly meetings and informal check-ins will aid in creating and maintaining an inclusive and welcoming work culture. These opportunities will have both administration and staff demonstrate and model active listening, empathy, constructive feedback, and collaboration. Through these methods, we strive to decrease misunderstandings, increase morale, and allow individuals to feel valued and heard. Using positive communication will promote teamwork, reduce conflict, and improve problem-solving. Opportunities to communicate openly will allow all to share resources, support one another, and work toward common goals to best support students. Staff will be provided facilitated time to complete both horizontal and vertical articulation.		
4.6	Support Communication Among Students: Staff will facilitate and encourage positive communication with students through 1:1 conversations, classroom discussions, presentations and lessons, and other informal and formal situations. Communication skills will be taught and modeled in order to develop social-emotional skills, encourage cooperation, and foster a sense of belonging. Students will learn to express their thoughts respectfully, resolve disagreements peacefully, and build healthy relationships. All students will understand the importance of positive communication through social media and demonstrate an understanding of digital citizenship. Lessons will include the ethical and safe digital footprints. Students will also demonstrate proficiency in oral and written communication skills. Support for students in need will be available through the Response to Intervention (RtI) program by teachers, the ELA RtI coach, school counselor, school psychologist, Mental Health Associate, and school administration. Strategies and interventions such as social groups, restorative circles, and sponsored activities are designed to promote and welcome students from diverse backgrounds and interests.		

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.7	Support Communication Between School And District: Clear and timely communication between Beechwood School and and the District will be accomplished through effective use of emails, text messages, and direct contact. District information will be effectively conveyed to members of school staff and community as is pertinent and necessary.		

Annual Review

SPSA Year Reviewed: 2025-26

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.

Goal 4 has been effectively implemented through inclusive communication practices and meaningful family engagement opportunities, including active collaboration with parent groups such as PTSA and the Foundation, which has strengthened partnerships and supported the celebration of student learning and cultural diversity, and these efforts will continue to grow and be sustained.

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

There have been no major differences between the intended implementation and the actual implementation, and budgeted expenditures have aligned as planned with the strategies and activities designed to meet the articulated goal.

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 have built strong connections with families by creating welcoming spaces for involvement, maintaining clear and consistent communication, and offering engaging opportunities for families to participate in and celebrate student learning and cultural diversity, and will continue to expand these efforts to further strengthen partnerships across the community.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2025-26

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.

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

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.

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$313,069.00
Total Federal Funds Provided to the School from the LEA for CSI	$

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 ($)

Subtotal of additional federal funds included for this school: $

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 ($)
LCFF - Base	$130,492.00
LCFF - Supplemental	$182,577.00

Subtotal of state or local funds included for this school: $313,069.00

Total of federal, state, and/or local funds for this school: $313,069.00

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
LCFF - Base	130,492.00
LCFF - Supplemental	182,577.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	110,702.00
2000-2999: Classified Personnel Salaries	47,908.00
4000-4999: Books And Supplies	128,640.00
5000-5999: Services And Other Operating Expenditures	23,819.00
5700-5799: Transfers Of Direct Costs	2,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	46,470.00
2000-2999: Classified Personnel Salaries	LCFF - Base	19,000.00
4000-4999: Books And Supplies	LCFF - Base	47,022.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	16,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Base	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	64,232.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,908.00
4000-4999: Books And Supplies	LCFF - Supplemental	81,618.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	7,819.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	241,832.00
Goal 2	49,437.00
Goal 3	4,800.00
Goal 4	17,000.00

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

3 Classroom Teachers

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Hannah Lim	Principal
Patrina Moy	Other School Staff
Connie Park	Other School Staff
Marisa Sonny	Classroom Teacher
Blair Campbell	Classroom Teacher
Christa Guzman	Classroom Teacher
Michelle Otbo	Parent or Community Member
Jessica Ramos	Parent or Community Member
Justin Ocello	Parent or Community Member
Megan Newell	Parent or Community Member
Beth Kwon	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

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 04.21.2026.

Attested:

	Principal, Hannah Lim on 04.21.2026
	SSC Chairperson, Jessica Ramos on 04.21.2026

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures.
  Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the 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.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:
Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (Se*ctions: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

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