

Beamer Park Elementary School

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



Each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Beamer Park Elementary School
Street	525 Beamer St.
City, State, Zip	Woodland, CA 95695-3209
Phone Number	(530) 662-1769
Principal	Hortencia Hernandez
Email Address	hortencia.hernandez@wjusd.org
School Website	https://beamerpark.wjUSD.org/
County-District-School (CDS) Code	57727106056444

2022-23 District Contact Information

District Name	Woodland Joint Unified School District
Phone Number	(530) 662-0201
Superintendent	Elodia Ortega-Lampkin
Email Address	elodia.lampkin@wjusd.org
District Website Address	www.wjUSD.org

2022-23 School Overview

Principal's Message

Our focus on Life skills and Lifelong Guidelines help us to create a school environment that is safe, nurturing of social emotional and academic needs, and compatible with how children learn best. We also provide opportunities for students to participate in shared vision and leadership opportunities.

School Vision Statement

Beamer Park Elementary School staff provides our students with a challenging, high quality, standards-based learning program that empowers them to become critical thinkers, bilingual scholars, productive citizens and leaders within a diverse, multicultural community.

School Mission Statement

Our students develop high levels of academic proficiency in both English and Spanish and an appreciation for linguistic and cultural diversity. Beamer staff, students and parents hold high expectations for each member of our school community and model behaviors/ Life skills that are cooperative, respectful, and responsible in order to create a safe, supportive learning environment for all, while celebrating our diversity and achievements.

Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,307 students in the 2021-22 school year. Beamer Park's enrollment for 2021-22 was 481 students.

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	102
Grade 1	74
Grade 2	64
Grade 3	62
Grade 4	70
Grade 5	57
Grade 6	66
Total Enrollment	495

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.9
Male	49.1
American Indian or Alaska Native	0.0
Asian	0.2
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	92.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	1.0
White	5.9
English Learners	41.2
Foster Youth	0.2
Homeless	0.2
Migrant	1.4
Socioeconomically Disadvantaged	69.9
Students with Disabilities	12.1

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.20	81.30	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	4.01	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.50	2.01	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.70	1.80	12115.80	4.41
Unknown	3.10	12.68	29.10	5.99	18854.30	6.86
Total Teaching Positions	24.90	100.00	485.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.90	95.15	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.20	0.87	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	3.97	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.20	1.68	11953.10	4.28
Unknown	0.00	0.00	18.00	3.70	15831.90	5.67
Total Teaching Positions	25.10	100.00	488.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.50	1.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.50	1.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	1.80	4.10
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	6.80	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
Science	Pearson Scott Foresman Adopted 2008	No	0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006	No	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Beamer Park Elementary School, originally constructed in the 1930s, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 22 classrooms, including portables, one library, one multi-purpose room, one staff room, and three playgrounds. A beautiful mural was painted on the side of the building to represent Beamer's students and the focus on multicultural/multilingual education. Facility information is current as of November 11, 2022.

Cleaning Process

The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair

District maintenance staff ensure that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

11/11/2022 - 11/11/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			Room 05: 4: (D) Walls appear to have hazards from tears and holes. North wall has areas that need to be cleaned and painted 7: (D) Electrical systems, components, and equipment appear NOT to be working properly. Some lights are out Work order 51828 Room 06: 4: (D) Ceiling tiles have holes or stains. Inspect for possible rook leak, paint or replace tiles Work order 51202 Room 28: 4: (D) Ceiling tiles have holes or stains. 15: Door stop needs to be replaced Work order 51847
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 04: 5: Stored computer cart blocking second exit door Work order 51829
Electrical		X		Building H: 7: (D) Lighting appears to be inadequate and is not working properly (both sides) 9: Faucet on TK side not working properly Work order 51199 Room 03: 7: (D) Electrical systems, components, and equipment appear NOT to be working properly. Lights are out 9: (D) Water pressure is inadequate. pressure is too high on fountain Work order 51643 Room 05: 4: (D) Walls appear to have hazards from tears and holes. North wall has areas that need to be cleaned and painted 7: (D) Electrical systems, components, and equipment appear NOT to be working properly. Some lights are out Work order 51828 Room 09: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. One light is not functioning Work order 51832 Room 22: 7: (D) Lighting appears to be inadequate and is not working properly. Work order 51841 Room 23: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Work order 51845 Room 24: 7: (D) Lighting appears to be inadequate and is not working properly Work order 51846
Restrooms/Fountains:		X		Building H:

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains			<p>7: (D) Lighting appears to be inadequate and is not working properly (both sides) 9: Faucet on TK side not working properly Work order 51199 Room 03: 7: (D) Electrical systems, components, and equipment appear NOT to be working properly. Lights are out 9: (D) Water pressure is inadequate. pressure is too high on fountain Work order 51643 Room 07: 8: Wall below fire alarm needs to be painted Work order 51830 Room 08: (D)Boys Restrooms are NOT fully operational. Tile below urinal needs to be replaced. Floor mounting bracket needs to be repaired Tile below urinal needs to be replaced Floor mounting bracket needs to be repaired Work order 51831 Room 10: 9: (D) Water pressure is inadequate. Drinking fountain has too much pressure Faucet needs aerator Work order 51833 Room 11: 8: (D) Restrooms are NOT fully operational. Boys RR foul smell coming from floor drain Work order 51834 Room 12: 9: (D) Water pressure is inadequate. Water pressure on fountain is too high Work order 51835 Room 13: 9: Faucet needs an aerator Work order 51836 Room 15: 9: Drinking fountain needs aerator Work order 51837 Room 16: 9: Water fountain needs aerator Work order 51838 Room 20: 9: Faucet needs aerator Work order 51840</p>
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		<p>Room 28: 4: (D) Ceiling tiles have holes or stains. 15: Door stop needs to be replaced Work order 51847</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	37	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	31	N/A	24	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	255	98.46	1.54	37.01
Female	139	136	97.84	2.16	37.78
Male	120	119	99.17	0.83	36.13
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	243	239	98.35	1.65	35.71

Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	87	84	96.55	3.45	10.84
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	22	22	100.00	0.00	40.91
Socioeconomically Disadvantaged	177	174	98.31	1.69	34.68
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	15.63

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	259	258	99.61	0.39	31.01
Female	139	138	99.28	0.72	26.81
Male	120	120	100.00	0.00	35.83
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	243	242	99.59	0.41	28.93
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	--	--	--	--	--
White	11	11	100.00	0.00	63.64
English Learners	87	87	100.00	0.00	12.64
Foster Youth	0	0	0.00	0.00	0.00
Homeless	0	0	0.00	0.00	0.00
Military	22	22	100.00	0.00	31.82

Socioeconomically Disadvantaged	177	176	99.44	0.56	25.57
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	32	32	100.00	0.00	15.63

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	20.69	NT	19.88	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	58	58	100	0	20.69
Female	30	30	100	0	23.33
Male	28	28	100	0	17.86
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	56	56	100	0	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	22	22	100	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	37	37	100	0	16.22
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	98.2%	100.0%	98.20%	100.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

The school district benefits from extensive support from parents and community members. Beamer Park Elementary School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fund raising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), monthly coffee with the principal and School Site Council (SSC) membership. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE). Input is valued from parents, staff and students and is collected via surveys and meetings with various groups. Surveys were distributed in every classroom to share with parents, along with making them available on Parent Square for all stakeholders to complete such as SSC, PTA and ELAC. A student advisory council meets with site administration and site leaders through-out the year to provide feedback and to be inclusive of student voice in decisions made on campus. Student voice is gathered through surveys and our student advisory council, which makes recommendations for the School Plan for Student Achievement, as well as the school safety plan. This year, our student advisory council has also provided feedback about student engagement on campus while providing suggestions for student led clubs and school activities.

Beamer Park Elementary School also benefits from partnerships with CAFE Project PROMESA, Walmart, Save the Redwoods League, Migrant Education, Yolo Farm to Fork, Mondavi Center, Pence Gallery of Davis, Yolo Arts Council and with United Way.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	525	512	143	27.9
Female	268	265	81	30.6

Male	257	247	62	25.1
American Indian or Alaska Native	0	0	0	0.0
Asian	1	1	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	482	471	138	29.3
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	6	6	0	0.0
White	33	31	3	9.7
English Learners	224	215	64	29.8
Foster Youth	2	2	2	100.0
Homeless	2	1	0	0.0
Socioeconomically Disadvantaged	372	362	115	31.8
Students Receiving Migrant Education Services	8	8	3	37.5
Students with Disabilities	79	78	23	29.5

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	4.16	2.45
Expulsions	0.00	0.00	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.76	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.76	0.00
Female	0.37	0.00
Male	1.17	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.83	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.45	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.54	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

The safety of students is a priority of the school staff. Students are supervised throughout the day by teachers, administrators, and noon duty aides. There are several designated areas for student drop-off and pick-up at the school. Visitors to the school must check in and out at the office.

Beamer Park Elementary School's Site Safety Plan is revised yearly by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. A student survey was also sent out to seek student input for the school's safety plan, from students in grades 3-6. As we were looking to be inclusive of student representation and voice in reviewing areas of success and improvement. A parent survey is also distributed to our stakeholders to seek input from our parents, ELAC, PTA and SSC. We encouraged our families to complete the survey which was shared school wide in classroom links, as well as Parent Square, digitally for all families and participation was encouraged. Key elements of the Safety Plan include student safety, school climate, and emergency procedures.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and biannual disaster and intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last approved in September 2022. The safety plan was reviewed with staff, parents and students at the beginning of the 2022-23 school year and is revisited as necessary.

D. Other SARC Information Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		4	
1	26		3	
2	25		3	
3	19	3		
4	23		3	
5	21	1	2	
6	27		3	
Other	37			1

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	4	
1	17	3	3	
2	17	3	3	
3	14	4	2	
4	23	4	3	1
5	18	3	6	
6	16	6	3	
Other	39	3		1

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		4	
1	24		3	
2	16	3	1	
3	21	2	1	
4	23		3	
5	28		2	
6	17	2	2	
Other	3	2		

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,381	\$746	\$5,635	\$73,582
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	-1.3	0.7
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-15.7	-12.2

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,505	\$52,478
Mid-Range Teacher Salary	\$67,644	\$80,810
Highest Teacher Salary	\$96,876	\$101,276
Average Principal Salary (Elementary)	\$110,190	\$127,080
Average Principal Salary (Middle)	\$115,533	\$134,264
Average Principal Salary (High)	\$127,448	\$147,200
Superintendent Salary	\$246,598	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

Universal Design for Learning, TK-12

Ethnic Studies, Preschool-12

English Learner Roadmap, TK-12

Social Emotional Learning TK-12

Early Literacy TK-3

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0