Beamer Park Elementary School

525 Beamer St. • Woodland, CA 95695-3209 • (530) 662-1769 • Grades K-6
TBA, Principal

2016-17 School Accountability Report Card
Published During the 2017-18 School Year

Woodland Joint Unified School District
435 Sixth Street
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www.wjusd.org

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Educational Services**

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**Senior Director
Human Resource Services**

School Description

Principal's Message
Our focus on the LIFESKILLS and Lifelong Guidelines help us to create a school environment that is safe, nurturing, and compatible to how children learn best.

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, 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/LIFESKILLS that are cooperative, respectful, and responsible in order to create a safe, supportive learning environment for all, while celebrating our 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 six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,550 students in the 2017-2018 school year. Beamer Park Elementary School had 546 students enrolled in grades K-6.

About the SARC

By February 1 of 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, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	**Number of Students**
Kindergarten	72
Grade 1	72
Grade 2	68
Grade 3	94
Grade 4	80
Grade 5	86
Grade 6	73
Total Enrollment	545

2016-17 Student Enrollment by Group	
Group	**Percent of Total Enrollment**
Black or African American	0.6
American Indian or Alaska Native	0
Asian	0.6
Filipino	0.2
Hispanic or Latino	91
Native Hawaiian or Pacific Islander	0
White	6.8
Two or More Races	0.6
Socioeconomically Disadvantaged	73.6
English Learners	46.8
Students with Disabilities	7.5
Foster Youth	0.2

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.

Teacher Credentials			
Beamer Park Elementary School	**15-16**	**16-17**	**17-18**
With Full Credential	24	23	24
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	1	0
Woodland Joint Unified School District	**15-16**	**16-17**	**17-18**
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
Beamer Park Elementary School	**15-16**	**16-17**	**17-18**
Teachers of English Learners	0	0	25
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	2	1	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. 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 September 2017, regarding textbooks in use during the 2017-2018 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Pearson Scott Foresman Adopted 2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

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 August 15, 2017.

Cleaning Process
The Principal works daily with the custodial staff of three (one full-time and two part-time) to ensure that the cleaning of the school is maintained to provide for a clean and safe school.

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.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 01: 2. (D) Vents or surrounding areas are dirty 4. (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak 14. Playground boxes: weeds are growing around the wood chips boxes
Interior: Interior Surfaces		X		Room 01: 4: (D) Ceiling tiles are stained Room 04: 4: (D) Ceiling tiles are stained Room 06: 4: (D) Ceiling tiles are stained Room 14: 4: (D) Walls have damage from cracks, tears, holes or water damage Room 15: 4: (D) Walls have damage from cracks, tears, holes or water damage
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Multi Purpose Room: 5: (D) Unsecured items are stored too high
Electrical: Electrical	X			Administration: 7: Outlets in middle of the floor trip hazard.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 04: 7. (D) lighting fixture or bulbs are not working or missing 9. (D) Water leak- Inform site guide during the inspection Bubbler needs adjustment Sink faucet is leaking from stem
Safety: Fire Safety, Hazardous Materials	X			Room 29: Trip hazards (cords). Room 5: Refrigerator nex to sink plugged in to non-GFIC outet. Room 2: Electrical cord in sink, trip hazards (cords). Room 14: Trip hazards (cords).
Structural: Structural Damage, Roofs	X			Room 01: 2. (D) Vents or surrounding areas are dirty 4. (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak 14. Playground boxes: weeds are growing around the wood chips boxes Room 20: 13. (D) Gutters, roof drains, or downspouts are not intact (rear Gutters) Room 21: 4. Ramp skirts are missing 13. (D) Gutters, roof drains, or downspouts are not intact (D) Missing or damaged downspout or roof drain

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room 01: 2. (D) Vents or surrounding areas are dirty 4. (D) Ceiling tiles missing, damaged or loose (D) Ceiling tiles are stained 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak 14. Playground boxes: weeds are growing around the wood chips boxes
Overall Rating	**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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and

- 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

2016-17 CAASPP Results for All Students					
Subject	**Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)**				
	School		**District**		**State**
	15-16	**16-17**	**15-16**	**16-17**	**15-16**	**16-17**
ELA	36	36	40	38	48	48
Math	25	25	27	27	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	**Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)**					
	School		**District**		**State**	
	14-15	**15-16**	**14-15**	**15-16**	**14-15**	**15-16**
Science	53	66	53	48	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**
5	20.2	36.9	27.4

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	**Number of Students**		**Percent of Students**	
	Enrolled	**with Valid Scores**	**w/ Valid Scores**	**Proficient or Advanced**
All Students	75	73	97.3	65.8
Male	39	38	97.4	71.1
Female	36	35	97.2	60.0
Hispanic or Latino	60	59	98.3	59.3
White	13	12	92.3	91.7
Socioeconomically Disadvantaged	55	54	98.2	57.4
English Learners	21	21	100.0	23.8

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	**Total Enrollment**	**Number Tested**	**Percent Tested**	**Percent Met or Exceeded**
All Students	330	327	99.09	35.78
Male	150	149	99.33	26.17
Female	180	178	98.89	43.82
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	296	293	98.99	31.06
White	27	27	100	77.78
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	242	99.18	28.93
English Learners	191	188	98.43	20.74
Students with Disabilities	26	25	96.15	8
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

School Year 2016-17 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven				
Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	330	326	98.79	24.54
Male	150	149	99.33	22.15
Female	180	177	98.33	26.55
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	296	292	98.65	19.52
White	27	27	100	66.67
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	244	241	98.77	17.84
English Learners	191	188	98.43	14.36
Students with Disabilities	26	25	96.15	4
Students Receiving Migrant Education Services	--	--	--	--

Note: 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.

Note: 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.

Note: 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.

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 for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)
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), and School Site Council membership.

Beamer Park Elementary School also benefits from partnerships with WALMART, Save the Redwoods League, Migrant Education, and Yolo Arts Council.

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.

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 each spring by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. 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 reviewed with staff in October 2015.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	0.9	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2004-2005	2007-2008
Year in Program Improvement	Year 5	Year 3
Number of Schools Currently in Program Improvement		8
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.04
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	0.5
Psychologist	0.2
Social Worker	
Nurse	0.20
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	
Average Number of Students per Staff Member	
Academic Counselor	0

* 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.

Average Class Size and Class Size Distribution (Elementary)											
Grade	Average Class Size			Number of Classrooms*							
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	24	24				3	3	3			
1	24	24	24				4	3	3			
2	23	24	23	1			3	4	3			
3	31	21	24		1		3	3	4			
4	25	30	27				3	3	3			
5	28	25	29				3	3	3			
6	24	27	24				2	3	3			

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

The district provides time and resources for collaboration, planning, and professional development for all staff. 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. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

FY 2015-16 Teacher and Administrative Salaries		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$43,475	$46,511
Mid-Range Teacher Salary	$62,310	$73,293
Highest Teacher Salary	$86,258	$92,082
Average Principal Salary (ES)	$106,757	$113,263
Average Principal Salary (MS)	$114,823	$120,172
Average Principal Salary (HS)	$121,527	$131,203
Superintendent Salary	$211,312	$213,732
Percent of District Budget		
Teacher Salaries	37%	36%
Administrative Salaries	5%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$4,332	$630	$3,702	$58,873
District	♦	♦	$4,126	$65,991
State	♦	♦	$6,574	$74,476
Percent Difference: School Site/District			-10.3	-3.4
Percent Difference: School Site/ State			-30.8	-15.0

* Cells with ♦ do not require data.

Types of Services Funded

Woodland Joint Unified School District spent an average of $11,330 to educate each student (based on 2016-17 audited financial statements). Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling GrantTitle ITitle II Title IIISpecial Ed-StateMedi-CalSmall Learning CommunitiesPartnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://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).

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.