Beamer Park Elementary School
2024-2025 School Accountability Report Card
(Published During the 2025-2026 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 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.

2025-26 School Contact Information

School Name	Beamer Park Elementary School
Street	525 Beamer Street
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/
Grade Span	K-6
County-District-School (CDS) Code	57727106056444

2025-26 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	www.wjusd.org

2025-26 School Description and Mission Statement

Beamer Park Elementary School is a dual immersion school which offers a two way bilingual immersion program to students in grades TK through sixth. Our 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. 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 achievements. Currently, Beamer Park Elementary has 517 students enrolled in grades Transitional Kinder through sixth grades. Beamer Elementary also hosts a state preschool which has a morning and afternoon dual immersion program.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	91
Grade 1	70
Grade 2	76
Grade 3	75
Grade 4	62
Grade 5	62
Grade 6	60
Total Enrollment	496

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
Asian	0.2
Hispanic or Latino	91.7
Two or More Races	1.2
White	5.4
English Learners	37.7
Foster Youth	0.2
Homeless	1.6
Migrant	1.2
Socioeconomically Disadvantaged	74.6
Students with Disabilities	20

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.

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)	23.9	95.15	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	0.2	0.87	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	3.97	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	18	3.7	15831.9	5.67
Total Teaching Positions	25.1	100	488.5	100	279044.8	100

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.

2022-23 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)	22.7	94.49	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.3	5.51	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	24.1	100	477.6	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	22	91.69	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1	4.15	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	4.15	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	24	100	485.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.00	0	0
Misassignments	1.00	1.3	1
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.00	1.3	1

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	0
Local Assignment Options	0.00	0	1
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	4.1	4.7	5
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025 regarding textbooks in use during the 2025-2026 school year.

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	0.0%
Health	Health Connected: Puberty Talks Adopted 2020	0.0%

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

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 20, 2025.

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 the time of publication, 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report	11/20/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Library: Vents or grills are excessively dusty or dirty #11875 Room 25: Vents or grills are excessively dusty or dirty #11827 Room 26: Vents or grills are excessively dusty or dirty #11825
Interior: Interior Surfaces			X	Administration: Shelving over 4' is not secure to the wall-copy room, nurses office #11874 Library: Ceiling tiles have holes or stains-broken tile above low voltage conduit, Carpet is torn. #11847 Restrooms: Holes appear in the flooring-missing tile in the boys ADA stall; Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-around fire alarm in girls restroom. #11872 Room 1: Ceiling tiles have holes or stains-stained tiles.#11839 Room 2: Ceiling tiles have holes or stains-stained tiles. #11885 Room 4: Ceiling tiles have holes or stains-stained tiles.#11840 Room 5:Walls appear to have hazards from tears and holes-tac board under the white board is peeling. #11876 Room 6: Ceiling tiles have holes or stains-stained tiles. #11842 Room 8: Walls appear to have hazards from tears and holes-around base board.#11843 Room 21: Ceiling tiles have holes or stains. Room 25: Carpet is torn-down the center of the room. Ceiling tiles have holes or stains-holes in tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			Restrooms: Lighting is flickering-exterior lights flickering between restroom. #11871

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	Building H: Restrooms are NOT fully operational-stall 2, 3, and 4 leak from valve. Administration: Faucet loose-nurses office. #11873 Restrooms: Water pressure insufficient. #11869 Room 9: Water pressure is inadequate-drinking fountains outside of classroom has low pressure. A leak is evident-first fountain outside is leaking when used. #11836 #11835 Room 13: Water pressure is inadequate-drinking fountain #11833 Room 20: A leak is evident at the base #11831 Room 21: Faucet handle is broken. #11829
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	31	34	39	39	47	48
Mathematics (grades 3-8 and 11)	19	29	25	26	35	37

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	251	99.21	0.79	33.86
Female	131	131	100.00	0.00	41.22
Male	122	120	98.36	1.64	25.83
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	235	233	99.15	0.85	31.33
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	76.92
English Learners	53	52	98.11	1.89	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	32	31	96.88	3.12	22.58
Socioeconomically Disadvantaged	186	184	98.92	1.08	27.72
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	12.20

2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	253	252	99.60	0.40	28.57
Female	131	131	100.00	0.00	26.72
Male	122	121	99.18	0.82	30.58
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	235	234	99.57	0.43	25.21
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	13	13	100.00	0.00	76.92
English Learners	53	53	100.00	0.00	1.89
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	32	31	96.88	3.12	6.45
Socioeconomically Disadvantaged	186	185	99.46	0.54	18.92
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	41	41	100.00	0.00	4.88

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.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	24.14	41.67	19.03	22.64	30.73	32.33

2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	60	60	100.00	0.00	41.67
Female	34	34	100.00	0.00	47.06
Male	26	26	100.00	0.00	34.62
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	55	55	100.00	0.00	38.18
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	39	39	100.00	0.00	30.77
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.

2024-25 California Physical Fitness Test Participation Rates

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results 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%	100%	100%	96.90%	100%

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.

2025-26 Opportunities for Parental Involvement

Beamer Elementary engages parents in meaningful interactions with the school. Beamer Elementary has a parent compact which supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices: Annual Parent Title I meeting which assists in understanding state's academic content standards, assessments and how to monitor and help improve the achievement of their children. Parents are also encouraged to attend monthly School Site Council (SSC) Meetings, English Learner Acquisition Committee (ELAC) and Parent Teacher Association (PTA) to remain involved in how to support student achievement. The school has planned Literacy nights for parents, one in the fall and one in the spring, to explain to families the importance literacy and reading at home. Our Beamer staff has presented to families on how to best implement and support resources with their child/children such as iReady lessons and understanding the reports.

Staff provides reports and presentations on monthly review of Beamer Student Data at ELAC, SSC and PTA meetings. Parent Teacher Conferences are held twice a year for parents to engage with teachers regarding student academic progress. Weekly communication is shared with families by site administration as well as teacher weekly communication and notification of homework, upcoming assessments, field trips or school meetings or events. Quarterly Coffee with the Principal is also hosted by site administrator and CAFE Specialist to discuss a variety of topics, such as Biliteracy, the importance of student Attendance, Language Proficiency and Social Emotional Resources.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	497	497	49	9.9
Female	265	265	24	9.1
Male	232	232	25	10.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	456	456	48	10.5
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	27	27	0	0.0
English Learners	188	188	17	9.0
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	375	375	42	11.2
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	113	113	10	8.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

| Suspensions | | | | | | | | |
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
1.35	0.99	0.2	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

| Expulsions | | | | | | | | |
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.20	0.00
Female	0.00	0.00
Male	0.43	0.00
Non-Binary	0.00	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	0.22	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	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.27	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2025-26 School Safety Plan

The safety of students is a priority of the school staff. Teachers, administrator, and noon duty aides supervise students throughout the day. There are designated areas for student drop-off and pick-up at the school, along with new security gates and fencing on campus to create a safer learning environment. Due to new gates being locked at the start of the instructional day, all visitors to the school must buzz or call the main office to be allowed in and check in and out at the office. This year Beamer Elementary has also upgraded and added over ten security cameras campuswide. As a recipient of the Cools Schools Foundation grant, in collaboration with the Yolo Tree Foundation our campus also received the opportunity to improve natural shade structures on campus. In early spring over forty five fruit trees and shrubs were planted campus wide by Beamer students, families, staff along with Cool Schools Staff. Construction of additional play structures on campus will begin in the later part of winter and early spring of 2026, providing new spaces for students, staff and the community to engage in.

Beamer Park Elementary School's Site Safety Plan is revised yearly and was last revised by the School Site Council in December 2025, which consists of administrators, teachers, counselors, classified staff, and parents. In November of this year, a student survey was sent to seek student input for the school's safety plan in grades TK-6 (primary grades completed it as a class). The results of the survey were shared with staff and students in November. As we work to be inclusive of student representation and voice in reviewing areas of success and improvement, meetings are held, and information is also communicated to staff and parent committees, such as ELAC and SSC. A parent survey will also be distributed to our community partners in November 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 and 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 complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted regularly throughout the school year, including monthly fire evacuations, biannual disaster, and intruder drills. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available. The safety plan was last approved in September 2025. The safety plan was reviewed with staff, parents, and students at the beginning of the 2025-26 school year and is revisited as necessary. Regular communication is shared with staff, youth advisory and families monthly.

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.

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	0	4	0
1	25	0	3	0
2	15	2	3	0
3	22	0	3	0
4	32	0	2	0
5	18	1	3	0
6	19	1	2	0
Other	0	0	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	3	0
1	25	0	3	0
2	23	0	3	0
3	22	0	3	0
4	32	0	2	0
5	19	3	0	0
6	32	0	2	0
Other	0	0	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	22		3	
1	23		3	
2	25		3	
3	25		3	
4	31		2	
5	31		2	
6	20	1	2	

2024-25 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	494

2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$9,496	$1,610	$7,885	$93,991
District	N/A	N/A	$6,650	$105,580
Percent Difference - School Site and District	N/A	N/A	17.0	-11.6
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-34.3	-6.3

Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of $10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2024-2025 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$53,155	$62,145
Mid-Range Teacher Salary	$75,690	$97,088
Highest Teacher Salary	$108,398	$120,436
Average Principal Salary (Elementary)	$123,297	$151,343
Average Principal Salary (Middle)	$129,274	$159,514
Average Principal Salary (High)	$142,605	$177,261
Superintendent Salary	$286,624	$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

Beamer's professional development continues to be focused around the Promesa grant, which includes teacher learning walks, professional learning communities and data analysis.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	10	12	9