



# T. L. Whitehead Elementary School

624 W Southwood Street • Woodland, CA 95695-4304 • (530) 662-2824 • Grades K-6

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## 2019-20 School Accountability Report Card Published During the 2020-21 School Year



### Woodland Joint Unified School District

435 Sixth Street  
Woodland, CA 95695-4109  
(530) 662-0201  
www.wjUSD.org

#### District Governing Board

Jake Whitaker, President

Rogelio Villagrana, Vice President

Deborah Bautista Zavala, Clerk

Morgan Childers

Kandice Richardson Fowler

Bibiana Garcia

Noel J. Rodriguez

#### District Administration

Thomas Pritchard  
**Superintendent**

Elodia Ortega-Lampkin  
**Associate Superintendent  
Educational Services**

Lewis Wiley, Jr.  
**Associate Superintendent  
Business Services**

Leanee Medina Estrada  
**Assistant Superintendent  
Human Resource Services**

### School Description

The culture of Whitehead Elementary School reflects a strong belief that all learners will achieve at a high level and be academically successful with the support of an effective program. In addition, staff are implementing SEL (Social Emotional Learning) programs on a regular basis. Ongoing efforts are made to maintain a school wide focus on a high-level standards-based education. Continuous improvement and Growth Mindset are central to the culture of the school. Students are recognized for citizenship, responsibility, academic achievement, attendance and Character Traits. Whitehead Elementary is in the process of developing a new STEM (Science, Technology, Engineering and Math) program to be implemented at all grades. The Whitehead Elementary staff, teachers, parents, students, ELAC (English Learner Advisory Committee) and Booster Club will continue to communicate clearly and work effectively to enable our students to meet standards and to achieve our school wide site plan goals and objectives.

Our mission is for every student attending Whitehead Elementary School to have the requisite skills needed to be successful in middle school and high school; and ultimately college, career, and life. The school operates on a traditional calendar. Whitehead has 369 students enrolled in transitional kindergarten through sixth-grade in 2019-2020.

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 9,636 students in the 2019-20 school year.

## 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 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 webpage 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.

### 2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	44
Grade 2	37
Grade 3	56
Grade 4	48
Grade 5	56
Grade 6	58
<b>Total Enrollment</b>	<b>369</b>

### 2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.3
Asian	4.6
Filipino	0.5
Hispanic or Latino	78.9
Native Hawaiian or Pacific Islander	0.3
White	10.3
Two or More Races	1.6
Socioeconomically Disadvantaged	64
English Learners	35.5
Students with Disabilities	10.3
Foster Youth	1.9
Homeless	0.8

## 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 for T. L. Whitehead	18-19	19-20	20-21
With Full Credential	16	15	15
Without Full Credential	2	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Woodland Joint	18-19	19-20	20-21
With Full Credential	♦	♦	404
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	1

### Teacher Misassignments and Vacant Teacher Positions at T. L. Whitehead Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

Note: "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 2020-21)**

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 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 September 2020, regarding textbooks in use during the 2020-2021 school year.

**Textbooks and Instructional Materials**

**Year and month in which data were collected: September 2020**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
<p><b>Reading/Language Arts</b></p>	<p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>Mathematics</b></p>	<p>Houghton Mifflin Harcourt –Math Expressions Adopted 2014</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>Science</b></p>	<p>Pearson Scott Foresman Adopted 2008</p> <p><b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>History-Social Science</b></p>	<p>Prentice Hall Adopted 2006</p> <p>Scott Foresman Adopted 2006</p> <p><b>The textbooks listed are from most recent adoption:</b> No <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>
<p><b>Health</b></p>	<p>Health Connected: Puberty Talks Adopted 2020</p> <p><b>The textbooks listed are from most recent adoption:</b> Yes <b>Percent of students lacking their own assigned textbook:</b> 0.0%</p>

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Whitehead Elementary School, originally constructed in the 1970's, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 24 classrooms, including portables and a preschool, one library, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of September 23, 2020.

#### 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 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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

**Year and month in which data were collected: 09/23/2020**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	
<b>Interior:</b> Interior Surfaces	Fair	Room A3: 4: (D) Ceiling tiles missing, damaged or loose. Acoustical tile fell off. Mount New tile, or remove glue and paint, work order 42636. Room D3: 4: (D) Walls have damage from cracks, tears, holes or water damage. By exterior door, wall covered needs to be removed. Wall patched and painted. 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Missing 2-gang cover in wiremold raceway. GFI by sink does not reset, replace. 9: (D) Water pressure too low on fountain. Work order 42639. Room E2: 4: (D) Walls have damage from cracks, tears, holes or water damage. Wall-covering by door to exterior, has rips/tears. Remove wall-covering, patch and paint. Work order 42640.
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
<b>Electrical:</b> Electrical	Poor	Room D3: 4: (D) Walls have damage from cracks, tears, holes or water damage. By exterior door, wall covered needs to be removed. Wall patched and painted. 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Missing 2-gang cover in wiremold raceway. GFI by sink does not reset, replace. 9: (D) Water pressure too low on fountain. Work order 42639. Room F3: 7: (D) Electrical components are damaged or not functioning properly. Wiremold on ceiling that provides power to projector needs to be re-secured, work order 42641. Room G2: 7: (D) Electrical components are damaged or not functioning properly. Wiremold for Wi-Fi router needs to be re-secured to the ceiling. 15: (D) Doors are broken, damaged, or missing. Closure on door to exterior needs to be adjusted. It closes too fast. Work order 42642. Room G3: 7: (D) lighting fixture or bulbs are not working or missing, work order 42643. Room G5: 7: (D) lighting fixture or bulbs are not working or missing, work order 42644.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	Room C1: 9: (D) Sink/fountain fixture is loose. (D) Water pressure too high or low. Work order 42637. Room D3: 4: (D) Walls have damage from cracks, tears, holes or water damage. By exterior door, wall covered needs to be removed. Wall patched and painted. 7: (D) Electrical outlet covers or light switch covers are damaged or missing. Missing 2-gang cover in wiremold raceway. GFI by sink does not reset, replace. 9: (D) Water pressure too low on fountain. Work order 42639.
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	
<b>Structural:</b> Structural Damage, Roofs	Good	

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Room G2: 7: (D) Electrical components are damaged or not functioning properly. Wiremold for Wi-Fi router needs to be re-secured to the ceiling. 15: (D) Doors are broken, damaged, or missing. Closure on door to exterior needs to be adjusted. It closes too fast. Work order 42642.
Overall Rating	Fair	

## 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. 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); 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.

### CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	44	N/A	43	N/A	50	N/A
Math	34	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: 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.

Note: 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and High School

#### Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	15	N/A	23	N/A	30	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

### 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 areas of physical education.

### 2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

**CAASPP Test Results in Science by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in ELA by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### 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 school site

#### Opportunities for Parental Involvement

Whitehead Elementary School is proud of its many opportunities for parents to participate in their student's education. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Booster Club, and School Site Council (SSC). The Booster Club requires no membership dues, with the goal of increasing parent participation. Whitehead values parent involvement, and welcomes parents as part of our learning community. The Student Leadership Team, comprised of two students from each 5th and 6th grade classroom, meet bi-weekly. In addition, the Student Leadership Team meets with the principal at a minimum of once each trimester to ensure that students' voices are heard and shared with the School Site Council and are considered in the school plan.

Parents who wish to participate in Whitehead Elementary School's School Site Council, school committees, or to become a volunteer may contact the school office at (530) 662-2824. The district's website ([www.wjUSD.org](http://www.wjUSD.org)) provides a variety of resources for parents, students and community members. Parents are also encouraged to participate in community forums at the district level and are supported by Community and Family Engagement (CAFE).



**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**

Whitehead Elementary School's Comprehensive School Safety Plan is revised annually by the School Site Council, which consists of administrators, teachers, classified staff, and parents/community members. The 2019-2020 Comprehensive School Safety Plan was approved by the Whitehead Site Safety Committee on January 31, 2020. Key elements of the Comprehensive School Safety Plan include student safety, conflict resolution strategies, and emergency preparedness. In a typical school year, students are supervised throughout the day by teachers, the principal and certified noon duty supervisors. There is a designated area for student drop-off and pick-up at the school. Visitors to the school must check in at the office and wear a visitor's badge while on campus.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. All safety drills continue to be held on campus during all Covid phases. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations, quarterly earthquake drills and quarterly lockdown 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.

**Suspensions and Expulsions**

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	6.6	1.2	6.0	5.7	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

**Suspensions and Expulsions for School Year 2019-2020 Only**

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 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 2019-2020 school year compared to prior years.

**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.

**Ratio of Pupils to Academic Counselor (School Year 2019-2020)**

Title	Ratio
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.

**Student Support Services Staff (School Year 2019-2020)**

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	4.5

\*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 Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3	1		24		3		23		3	
1	24		3		24		2		22		2	
2	20	2	1		22		3		19	2		
3	30		2		27		2		28		2	
4	29		2		33		1	1	24		2	
5	27		2		27		2		28		2	
6	29		2		27		2		29		2	
Other**									53	1		2

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

\*\* "Other" category is for multi-grade level classes.

### Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School 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 points 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/district in grade level or departmental teams under the direction of site/district administrators. Examples of recent Woodland Joint Unified School District professional learning include:

- Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
- UC Davis Math Project: Focus on Conceptual Understanding, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- UC Davis History Project: Understanding the History/Social Science Framework, TK-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers
- Universal Design for Learning (7-12)
- English Learner Shadowing (7-12)

**FY 2018-19 Teacher and Administrative Salaries**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,782
Mid-Range Teacher Salary	\$64,833	\$76,851
Highest Teacher Salary	\$91,792	\$97,722
Average Principal Salary (ES)	\$107,223	\$121,304
Average Principal Salary (MS)	\$112,421	\$128,629
Average Principal Salary (HS)	\$124,016	\$141,235
Superintendent Salary	\$224,180	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

**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.

**FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries**

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$5,699	\$896	\$5,012	\$64,085
District	N/A	N/A	\$6,868	\$68,811
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-31.2	-7.1
School Site/ State	-42.9	-21.1

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