



Woodland Prairie Elementary

1444 Stetson St. • Woodland, CA 95776 • (530) 662-2898 • Grades K-6

Scott Clary, Principal
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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Woodland Joint Unified School District

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Principal's Message

Welcome to Woodland Prairie, home of the pumas! Woodland Prairie has a 31-year history of serving children and families in Woodland. We believe in the power of strong partnerships between families and the school, and we look forward to building those connections with our students and all the adults who help to make them successful.

Prairie continues to offer early childhood education onsite as well as comprehensive Kindergarten through sixth grade. The campus houses 2 distinct preschool programs, which allows us to find the best match between program and family need. For older students, we offer a strong academic program with two distinct strands that run from Kindergarten through sixth grade. One strand is a Spanish/English Dual Immersion program for families who wish for their children to become literate in both Spanish and English. The other strand is an English Language Mainstream strand that provides students with excellent preparation for middle school through English language development and strong content area instruction.

We are proud to serve our families, especially during this time that is so complicated for families and institutions alike. We deeply appreciate the support they show us every day.

School Vision

At Woodland Prairie all students will develop the necessary academic, personal, and social skills to become self-directed, life-long learners.

Our school community is committed to providing students with a well-rounded, academically rigorous, standards-based instructional program. In addition to core academics, our program includes the arts and fosters creativity, problem-solving, critical thinking skills, the joy of learning and the development of healthy habits for life.

Students, staff, parents and community members are committed to one another as we work together to maintain a positive, caring, and inclusive learning environment. We encourage responsible citizenship, productivity and collaboration. We affirm our diversity through multicultural education and act in ways that strengthen our community.

School Mission Statement

It is the mission of Woodland Prairie School to educate each student by:

- Working collaboratively to provide a high quality, articulated, standards based instructional program
- Ensuring that every student will continue to advance toward proficiency and beyond in the core academic subjects
- Developing students' ability to work independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems so that all students will succeed
- Developing home-school connections in support of student learning
- Using data to evaluate/improve school programs and to inform instruction

Woodland Prairie Elementary School operates on a traditional academic calendar, and during the 2019-20 school year, 788 students were enrolled in from preschool through grade six. 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	104
Grade 1	118
Grade 2	114
Grade 3	115
Grade 4	94
Grade 5	118
Grade 6	91
Total Enrollment	754

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.3
Asian	8.1
Filipino	0.5
Hispanic or Latino	82.5
White	6.1
Two or More Races	0.7
Socioeconomically Disadvantaged	69
English Learners	53.6
Students with Disabilities	9.7
Foster Youth	0.3
Homeless	0.7

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 Woodland Prairie Elementary	18-19	19-20	20-21
With Full Credential	31	28	26
Without Full Credential	1	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Woodland Joint Unified School District	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 Woodland Prairie Elementary

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Woodland Prairie Elementary School, originally constructed in 1986, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 23 classrooms, one library, one multipurpose room, one staff room, and two playgrounds, one computer lab, and two triple wide buildings for a Special Day Class Preschool. Facility information is current as of October 29, 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: 10/29/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Poor	Prairie A2: 4: (D) Walls have damage from cracks, tears, holes or water damage right as you walk in to the right hand side. 9: (D) Sink/fountain missing knob or button. 11: (D) Aerosols found (no aerosols are allowed), under the sink. Work order 42654. Prairie C2: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage. (D) Carpeting damaged or stained. Work order 42687. Prairie E1: 4: (D) Ceiling tiles are stained. 5: (D) Horizontal surfaces are excessively dusty/dirty, just needs some cobweb dusting. Work order 42689. Prairie Room K1: 4: (D) Walls have damage from cracks, tears, holes or water damage, minor holes in restroom walls. The paint is wearing down in some areas as well. (D) Plaster or paint is damaged. Work order 42691.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Prairie B3: 5: (D) Horizontal surfaces are excessively dusty/dirty, cobwebs are present, needs dusting. 11: (D) Aerosols found (no aerosols are allowed) under sink. Work order 42685. Prairie B8: 5: (D) Horizontal surfaces are excessively dusty/dirty, the window sills need to be dusted. Work order 42686. Prairie E1: 4: (D) Ceiling tiles are stained. 5: (D) Horizontal surfaces are excessively dusty/dirty, just needs some cobweb dusting. Work order 42689.
Electrical: Electrical	Good	Prairie D3: 7: (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave and fridge are connected to an extension cord. Work order 42688.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Prairie A2: 4: (D) Walls have damage from cracks, tears, holes or water damage right as you walk in to the right hand side. 9: (D) Sink/fountain missing knob or button. 11: (D) Aerosols found (no aerosols are allowed), under the sink. Work order 42654.
Safety: Fire Safety, Hazardous Materials	Fair	Prairie A2: 4: (D) Walls have damage from cracks, tears, holes or water damage right as you walk in to the right hand side. 9: (D) Sink/fountain missing knob or button. 11: (D) Aerosols found (no aerosols are allowed), under the sink. Work order 42654. Prairie B3: 5: (D) Horizontal surfaces are excessively dusty/dirty, cobwebs are present, needs dusting. 11: (D) Aerosols found (no aerosols are allowed) under sink. Work order 42685. Prairie G5: 11: (D) Paint is peeling, chipping or cracking on the exterior of building. Paint is needed. 12: (D) Damage to stairway or ramp. The whole ramp needs to be repaired. (D) Damage to exterior paint, plaster, or finish, dry rot is expected. Work order 42690.

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Prairie G5: 11: (D) Paint is peeling, chipping or cracking on the exterior of building. Paint is needed. 12: (D) Damage to stairway or ramp. The whole ramp needs to be repaired. (D) Damage to exterior paint, plaster, or finish, dry rot is expected. Work order 42690.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	26	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	32	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

Here at Woodland Prairie we believe our school works better because of the partnerships we form with families and the surrounding community. We know that parent involvement comes as early as the conversations parents have with their children about education before they even start in one of our preschools. We also know that parent involvement comes in many different forms and changes as students grow and develop across their school careers.

We offer several ways for families to get involved with their children's education here at Prairie. All meetings and events are conducted using computer-based meeting software. That being said, anyone in our school community can become a member of one of our parent groups such as the Parent Teacher Association (PTA) or the English Learner Advisory Council (ELAC). Both groups offer opportunities for volunteering as well as opportunities to take classes or training. If you are interested in working on policy or budgeting, you may be more interested in joining our School Site Council. Even if you are not able to attend these events, you can stay involved by checking our website, registering for the AERIES parent portal and making sure we have your correct contact information so that you receive our weekly phone calls.

The Prairie Elementary administrative team and school staff also regard student involvement and leadership development as a critical piece of a well-rounded education. Seeking out and responding to student voice around current issues faced by youth at the school as well as in the community at large is an ongoing effort at Prairie, and students are provided typical vehicles for participation such as acting as a Student Council officer or class representative or participating in the ASES (After School Education and Safety) Continuous Quality Improvement process. In addition to these possibilities, Prairie students are being asked to participate in surveys across the year to gauge their feelings about the socio-emotional climate on campus and being recruited for focus groups and input committees. Target groups for this year's input committees include students who receive special education services and newcomer students. The administrative team will work with the school counselor and teachers and staff across the year to identify other groups of students who can provide this type of valuable input and direction in terms of improving school culture for all students who attend Prairie.

Contact Information

Parents who wish to participate in Woodland Prairie Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-2898. The district's website (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 able to attend Community and Family Engagement (CAFE). Students interested in participating in Student Government may contact their teacher or the administrative team in the front office. Students who have ideas about improving school culture may work through their classroom Student Council representative, their teacher, the administrative team, the school counselor, or have their parent contact any adult on campus.

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

Safety of students is a priority of the school staff. School staff address safety concerns such as student supervision and the traffic patterns of vehicles entering and exiting campus.

Woodland Prairie Elementary School's Site Safety Plan is typically reviewed each fall by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. The former plan was last reviewed by the Prairie School Site Council in January 2020. The current plan has been adjusted to address new security issues and continues to be expanded in order to comply with new District, County, State and Federal safety regulations. School Site Council will review and adopt the plan formally in January 2021.

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 annual 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.

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	2.8	4.3	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	7.4

*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	23		6		24	1	5		26		4	
1	24		5		22		5		24	1	4	
2	20	3	2		24		5		23		5	
3	29		4		25		4		44		2	2
4	31		3		28		4		36		2	2
5	32		3		29		3		43		2	2
6	33		1	2	30		3		30		3	
Other**												

*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 point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

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

- 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/.

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

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,385	\$1,148	\$5,237	\$67,252
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	-26.9	-2.3
School Site/ State	-38.7	-16.3

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

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.