

Freeman Elementary School

126 N. West St. • Woodland, CA 95695-2614 • (530) 662-1758 • Grades K-6

Eduardo Gonzalez, Principal

eddie.gonzalez@wjusd.org

<http://freeman-wjUSD-ca.schoolloop.com/>



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



Woodland Joint Unified School District

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

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School Description

Principal's Message

At Freeman Elementary School there is the belief and commitment that all students can and will learn. The culture encourages a positive school climate where all students can experience academic success. There is a school-wide focus on standards-based education to improve student achievement and to achieve our school goals. Freeman Elementary School is proud of the collaborative nature of the staff with one another and with parents, and proud to serve our community. To promote a positive learning environment, students are recognized for citizenship, improvement, academic achievement, attendance, and the demonstration of life skills. Each month a life skill is highlighted and taught to promote citizenship. Parent partnerships are valued and seen as a very important part of every child's educational success. By working together as a staff, with parents, and as a community, Freeman students have the opportunity to succeed and reach excellence. In addition to this, there is a strong focus on high-impact strategies, and making learning visible throughout the school.

Mission Statement

The mission of Freeman School is to create a safe atmosphere that encourages and motivates all students to learn and prepare for their future by utilizing 21st century skills.

To achieve our mission, as a school we will:

- Treat all members of our school community with respect;
- Make all decisions based on what is in the best interest of students;
- Demonstrate a personal commitment to our collective goals;
- Collaborate as a staff and with parents to achieve our goals;
- Utilize a variety of strategies with consistent implementation and expectations; and
- Monitor each student's progress to ensure all students meet grade level proficiencies.

Community and District Profile

Freeman Elementary School operates on a single track, or year-round schedule. For the 2015-16 school year, Freeman had 453 students enrolled in grades kindergarten through six.

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,550 students in the 2015-2016 school year.

Freeman Elementary School has provided families in the City of Woodland with a coveted choice regarding where to send their children for a top-notch public education experience. Freeman Elementary is the definition of a community school.

A team spirit is evident throughout the school as teachers collaborated within, as well as across, grade levels to provide an educational program that challenges all students. The needs of children are met in a differentiated, articulated approach, beginning in the highly sought after preschool program and popular Kindergarten through Grade 6.

Curriculum decisions are based on data from various assessments, and school and District standards are aligned with California's state standards in reading, language, and math, providing opportunities for students to master basic skills, problem solve, make decisions, and practice higher level thinking skills. Freeman's staff realizes that motivating each child to build on his or her skills, talents, and imagination promotes academic success.

The instructional staff is comprised of dedicated, dynamic educators who collaborate and utilize best practices for student success, with a major emphasis on core academic skills. Teachers are carefully selected and spend countless hours honing their professional skills. They attend a wide variety of professional development offerings provided at the school as well as through the WJUSD and Yolo County Office of Education. Many teachers also pursue advanced level university degrees.

The school is the pulse and the social center of the community. Many families walk their children to and from the campus and stay to catch up on school and community news. After-school programs allow children to remain at school to play or attend enrichment classes. Students enjoy a nurturing atmosphere at Freeman. Beyond their regular classrooms, they can discover their hidden talents and dreams through a wide array of school activities, such as, Block Music for grades 4-5, the annual Talent Show, the Fall and Spring Festivals, 6th grade science camp, and the Math and Literature Nights, to name a few.

Freeman is a nurturing, fun, safe with high academic standards school.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	73
Grade 1	73
Grade 2	59
Grade 3	64
Grade 4	66
Grade 5	70
Grade 6	70
Total Enrollment	475

Teacher Misassignments and Vacant Teacher Positions at this School			
Freeman Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	23
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.3
American Indian or Alaska Native	1.1
Asian	2.7
Filipino	0
Hispanic or Latino	80.6
Native Hawaiian or Pacific Islander	0.2
White	12.2
Two or More Races	1.3
Socioeconomically Disadvantaged	88.6
English Learners	44.6
Students with Disabilities	15.2
Foster Youth	1.9

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			
Freeman Elementary School	15-16	16-17	17-18
With Full Credential	24	22	22
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	0	0	0
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

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

Woodland Joint Unified School District held a Public Hearing on September 28, 2017 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2017, regarding textbooks in use during the 2017-2018 school year.

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

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Freeman Elementary School, originally constructed in 1954 and remodeled in 1999, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 24 classrooms, one library, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of September 11, 2017.

Cleaning Process

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

Maintenance and Repair

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

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: September 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Blacktop Boys Restroom: Ceiling tile and t-bar damaged. 1 ceiling tile is missing. Cobwebs are also in the window. Kinder Boys Restroom: 2 faucets running/leaking. One needs packing or

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: September 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				<p>fixture replaced. One ceiling tile needs replacement.</p> <p>Room 24: Window sills need dusting. 1 ceiling tile needs replacement. Bookshelf in the rear left of the room needs to be secured.</p> <p>Work order numbers 26105, 26109, and 26111 were completed for needed repairs.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>		X		<p>Blacktop Boys Restroom: Ceiling tile and t-bar damaged. 1 ceiling tile is missing. Cobwebs are also in the window.</p> <p>Blacktop Girls Restroom: Cobwebs in the window. One toilet may have a leaking wax ring. It should be further examined, it sometimes is tough to tell during the day.</p> <p>Room 24: Window sills need dusting. 1 ceiling tile needs replacement. Bookshelf in the rear left of the room needs to be secured.</p> <p>Work order 26111 was completed for needed repairs.</p>
<p>Electrical: Electrical</p>			X	<p>Room 12: Light out in the classroom. Faucet needs an aerator.</p> <p>Room 13: Door paint peeling. A few lights are out. Cabinets not secured to the wall.</p> <p>Room 7: The paint on the door and door frame are chipping. J-box on the rear wall needs a plate.</p> <p>Work order numbers 26107, 26106, and 26108 were completed for needed repairs.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		X		<p>Kinder Boys Restroom: 2 faucets running/leaking. One needs packing or fixture replaced. One ceiling tile needs replacement.</p> <p>Kinder Girls Restroom: 1 faucet leaking water.</p> <p>Room 11: Door frame chipping paint. Fire extinguisher not very accessible. The faucet is missing an aerator.</p> <p>Room 12: Light out in the classroom. Faucet needs an aerator.</p> <p>Room 22: Faucet is missing the aerator. Work orders 26104 and 26110 were completed for needed repairs.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		X		<p>Room 11: Door frame chipping paint. Fire extinguisher not very accessible. The faucet is missing an aerator.</p> <p>Room 13: Door paint peeling. A few lights are out. Cabinets not secured to the wall.</p> <p>Room 7: The paint on the door and door frame are chipping. J-box on the rear wall needs a plate.</p> <p>Work orders 26108 and 26106 were completed for needed repairs.</p>

School Facility Good Repair Status (Most Recent Year)					
Year and month in which data were collected: September 2017					
System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Structural: Structural Damage, Roofs	X				Playground / Hardcourt: Asphalt cracked uneven (plan for replacement next year), drinking fountain operable/ dirty.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Play Structure: Weeds in bark, bark displaced, slide bark displaced resulting in noncompliant discharge height Playground / Hardcourt: Asphalt cracked uneven (plan for replacement next year), drinking fountain operable/ dirty.
Overall Rating	Exemplary	Good	Fair	Poor	
			X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	34	30	40	38	48	48
Math	26	26	27	27	36	37

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

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	37	48	53	48	56	54

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

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

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.6	22.1	42.6

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

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	70	67	95.7	47.8
Male	30	29	96.7	62.1
Female	40	38	95.0	36.8
Hispanic or Latino	52	50	96.2	46.0
White	12	11	91.7	54.6
Socioeconomically Disadvantaged	59	58	98.3	41.4
English Learners	33	33	100.0	36.4
Students with Disabilities	12	11	91.7	45.5

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	264	98.88	29.92
Male	115	114	99.13	27.19
Female	152	150	98.68	32
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	212	212	100	31.6
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100	17.14
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	233	100	27.9
English Learners	156	154	98.72	29.22
Students with Disabilities	49	49	100	2.04
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	267	265	99.25	25.66
Male	115	114	99.13	28.07
Female	152	151	99.34	23.84
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	212	212	100	27.83
Native Hawaiian or Pacific Islander	--	--	--	--
White	35	35	100	8.57
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	233	233	100	24.03
English Learners	156	154	98.72	27.27
Students with Disabilities	49	49	100	4.08
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

The school district benefits from extensive support from parents and community members. Freeman Elementary School is proud of its many opportunities for parents and community members to volunteer. These opportunities include classroom and project volunteers, field trip chaperones, fund raising, English Learner Advisory Committee (ELAC), Parent Booster Club, School Site Council, and Freeman Coffee Days. Also new to Freeman during the 2015-16 year is the Parent Institute for a Quality Education (PIQE) program where parents can further learn how to support their children as they navigate the educational system.

Contact Information

Parents who wish to participate in Freeman Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-1758. The district's website (www.wjUSD.org) provides a variety of resources for parents, students and community members. In addition Freeman's website also provides a calendar of the school's events for parents. ----- <https://freeman-wjUSD-ca.schoolloop.com/> -----

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. Students are supervised throughout the day by teachers, administrators, and noon duty and crossing guard 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 main office and wear a visitor's badge while on campus.

Freeman Elementary School's Site Safety Plan is revised each spring by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency procedures.

The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations, bimonthly earthquake drills, and intruder drills, which are held three times a year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last reviewed with staff in September 2015.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	2.6	2.4	3.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	9.4	6.8	6.3
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2007-2008
Year in Program Improvement	Year 3	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	80	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.2
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	18	23	20	3		1		3	3			
1	21	19	24	1	3		2		3			
2	30	19	19		3	3	2					
3	32	32	32				2	2	2			
4	31	32	32				2	2	2			
5	32	31	32				2	2	2			
6	24	26	26		1	1	3	2	2			
Other	11	10		2	1							

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

Professional Development provided for Teachers

The district provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies. Over 3,000 hours of summer professional development were provided to support 248 staff to have voice and choice in their learning.

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

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,244	\$1,572	\$3,672	\$63,273
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-11.0	3.8
Percent Difference: School Site/ State			-31.3	-8.6

* Cells with ♦ do not require data.

Types of Services Funded

Woodland Joint Unified School District spent an average of \$11,330 to educate each student (based on 2016-17 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2016-2017 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES Counseling Grant Federal, Special Education Federal, Vocational and Applied Secondary Lottery Agriculture Vocational Grant Elementary Counseling Grant Title I Title II Title III Special Ed-State Medi-Cal Small Learning Communities Partnership Academies

DataQuest

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

Internet Access

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