



# T. L. Whitehead Elementary School

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

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## 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

#### District Governing Board

Michael Pyeatt, President  
Tico Zendejas, Vice President  
Tania Tafoya, Clerk  
Morgan Childers  
Debbie Decker  
Teresa Guerrero  
Karen Rosenkilde-Bayne

#### District Administration

Thomas Pritchard  
Superintendent  
Stacy Spector  
Assistant Superintendent  
Educational Services  
  
Lewis Wiley, Jr.  
Assistant Superintendent  
Business Services  
  
Danyel Conolley  
Senior Director  
Human Resource Services

### School Description

The culture of Whitehead Elementary School reflects a commitment that all students can learn and encourages all students to be academically successful. Efforts are ongoing to maintain a school wide focus on standards-based education. The staff and parents work together to create a positive learning environment and to improve student achievement. To promote and enhance the learning environment and process, students are recognized for citizenship, responsibility, self-improvement, academic achievement, and attendance. Education requires teamwork. The Whitehead Elementary staff, teachers, parents, students, ELAC and PTA will continue to communicate clearly and work effectively to enable our students to meet the standards and to achieve our school wide site plan goals and objectives.

### Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 56,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes six preschools, ten elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served a total of 10,550 students in the 2016-2017 school year.

Whitehead Elementary School operates on a traditional calendar. For the 2017-18 school year, Whitehead has 446 students enrolled in grades transitional kindergarten through six.

## 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	89
Grade 1	63
Grade 2	71
Grade 3	64
Grade 4	48
Grade 5	57
Grade 6	54
<b>Total Enrollment</b>	<b>446</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	2
American Indian or Alaska Native	0
Asian	6.1
Filipino	0.2
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0.7
White	13.9
Two or More Races	2.2
Socioeconomically Disadvantaged	84.8
English Learners	44.4
Students with Disabilities	9
Foster Youth	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			
T. L. Whitehead Elementary School	15-16	16-17	17-18
With Full Credential	23	20	16
Without Full Credential	0	0	4
Teaching Outside Subject Area of Competence	0	0	3
Woodland Joint Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	471
Without Full Credential	♦	♦	16
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at this School			
T. L. Whitehead Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	20
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	1

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

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

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

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

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

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

Whitehead Elementary School, originally constructed in the 1970s, 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, two playgrounds, and an Even Start program. Facility information is current as of August 30, 2017.

#### Cleaning Process

The Principal works daily with the custodial staff of two (one part-time, one full-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 are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Intermediate RR - Boys: Adjust water flow on right faucet, fan non-operational MP RR - Girls:
<b>Interior:</b> Interior Surfaces	X			Boys RR:

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

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
				4: (D) Walls have damage from cracks, tears, holes or water damage Multi Purpose Room: 4: (D) Ceiling tiles are stained (D) Ceiling tiles missing, damaged or loose
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			Boys RR: 6. (D) Evidence of cockroaches 8. (D) Toilet/urinal/sink is damaged, broken, or clogged: faucet leak
<b>Electrical:</b> Electrical			X	Grounds: 7. (D) Exposed wires (no voltage, or low voltage I.E. data or communication/phone lines) Room D1: 4. (D) Ceilings have damage from cracks, tears, holes, or water damage 7. (D) Electrical components are damaged or not functioning properly GFI Room E3: 4. (D) Ceilings have damage from cracks, tears, holes, or water damage. 7. (D) Electrical components are damaged or not functioning properly GFI not working. Room G4: 7. (D) Electrical outlet covers or light switch covers are damaged or missing 9. (D) Sink/fountain is not working Fountain needs adjustment sink faucet dripping
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			Room F1: 9: (D) Water pressure too high or low Room F3: 9: (D) Sink/fountain is damaged missing
<b>Safety:</b> Fire Safety, Hazardous Materials	X			D2: Fire Extinguisher obstructed, D3: electrical junction boxes with no plate cover, windows blind are missing. Bookcase not secure to wall G5 Preschool: 2 loose ceiling tiles, missing fire extinguisher sign
<b>Structural:</b> Structural Damage, Roofs	X			Multi Purpose Room: 4. (D) Ceilings have damage from cracks, tears, holes, or water damage (D) Plaster or paint is damaged 13. (D) Wet ceiling tiles or walls inside the classroom indicating an active roof leak Room G5: 9. (D) Water pressure too high or low fountain 12. (D) Damage to stairway or ramp
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Room C2: 15: Door needs door closer installed door slams
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
		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	44	40	40	38	48	48
Math	29	31	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.

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	60	59	98.3	44.1
Male	25	24	96.0	50.0
Female	35	35	100.0	40.0
Hispanic or Latino	44	44	100.0	38.6
Socioeconomically Disadvantaged	55	54	98.2	42.6
English Learners	19	19	100.0	10.5

\* 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.

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	42	44	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	25	10.7	28.6

\* 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.

**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	225	223	99.11	40.36
Male	102	101	99.02	38.61
Female	123	122	99.19	41.8
Black or African American	--	--	--	--
Asian	18	17	94.44	52.94
Hispanic or Latino	168	167	99.4	35.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100	53.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	196	99.49	38.27
English Learners	151	149	98.68	33.56
Students with Disabilities	17	17	100	17.65
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	225	224	99.56	31.25
Male	102	101	99.02	37.62
Female	123	123	100	26.02
Black or African American	--	--	--	--
Asian	18	17	94.44	58.82
Hispanic or Latino	168	168	100	23.21
Native Hawaiian or Pacific Islander	--	--	--	--
White	30	30	100	60
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	197	197	100	25.89
English Learners	151	150	99.34	20.67
Students with Disabilities	17	17	100	11.76
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. Whitehead Elementary School is proud of its many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), Building Effective Schools Together (BEST), and School Site Council (SSC). Whitehead values parent involvement and welcomes parents as part of our learning community.

We are working hard to increase parent participation at Whitehead. Some of the ways we are trying to increase participation is by having School Loop trainings for parents. We have also trained our parents on how change the language button on the screen so that they can read all material in their home language. We invite our parents to our monthly awards ceremony. We also hold monthly meetings with the with the principal once a month where parents can talk to the principal about the school and school year. There is an interpreter at all school meetings for our Spanish speaking parents.

### Contact Information

Parents who wish to participate in Whitehead Elementary School's leadership teams, school committees, or 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.

### 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, noon duty supervisors certified adults. 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.

Whitehead Elementary School's Site Safety Plan is revised each fall by the School Site Council, which consists of administrators, teachers, classified staff, and parents. Key elements of the Safety Plan include student safety, conflict resolution strategies, and emergency preparedness.

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, quarterly earthquake drills and biannual intruder drills. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available. The safety plan was last reviewed with staff in August 2015 and will be reviewed by School Site Council October 2015.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	9.4	4.2	3.1
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	Not in PI	In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement		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	
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.5
Psychologist	.4
Social Worker	
Nurse	.3
Speech/Language/Hearing Specialist	.5
Resource Specialist	2.0
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	24	21	22		2	1	4	2	3			
1	24	23	21			1	3	3	2			
2	28	22	24				2	3	3			
3	27	27	32				2	2	2			
4	29	24	24				2	2	2			
5	31	30	29				2	2	2			
6	28	30	27				2	2	2			

\* 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/](http://www.cde.ca.gov/ds/fd/cs/).

### 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,576	\$763	\$3,812	\$61,176
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-7.6	0.3
Percent Difference: School Site/ State			-28.7	-11.7

\* Cells with ♦ do not require data.