



Zamora Elementary School

1716 Cottonwood St. • Woodland, CA 95695-5137 • (530) 662-3641 • Grades K-6

Dr. Felicia Wilson, Principal

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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
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www.wjusd.org

District Governing Board

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Tico Zendejas, Vice President
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Educational Services

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School Description

Principal's Message

Student learning, and positive social development are the focuses at Zamora Elementary School. Our campus houses approximately 550 kindergarten through sixth grade classes, an RSP class, one class for students with Autism Spectrum Disorder, and two classes for severely disabled students. Staff and parents are united in the belief that our responsibility is to support the child's academic, social, and emotional development. We expect students to develop responsibility for their learning, with active guidance from parents. Cooperation between school and family has developed a strong sense of community. The teachers challenge their students to be problem solvers and thinkers by providing interesting, creative and challenging lessons that focus on common core standards. Having active parent participation throughout the grades helps to reinforce to the children that parents are our most important partners in education.

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, serving a total of over 10,550 students in the 2016-17 school year.

Zamora Elementary School is committed to a school wide focus on high academic achievement. The school operates on a traditional calendar, and during the 2017-2018 school year, approximately 496 students enrolled at Zamora Elementary.

Zamora Elementary School Pledge

As a Zamora Zoonie, I pledge to be safe, respectful and responsible. I will put forth my best effort to be an active learner and achieve my personal best academically and socially.

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	55
Grade 1	81
Grade 2	57
Grade 3	58
Grade 4	79
Grade 5	83
Grade 6	83
Total Enrollment	496

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.4
Asian	1
Filipino	1.4
Hispanic or Latino	49.8
Native Hawaiian or Pacific Islander	0.4
White	41.5
Two or More Races	2.4
Socioeconomically Disadvantaged	43.1
English Learners	12.5
Students with Disabilities	16.9
Foster Youth	0.6

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			
Zamora Elementary School	15-16	16-17	17-18
With Full Credential	25	23	25
Without Full Credential	0	0	0
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

Teacher Misassignments and Vacant Teacher Positions at this School			
Zamora Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	25
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)

Zamora Elementary School, originally constructed in 1975, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 22 classrooms, including portables, one library, one multipurpose room, one staff room, and three playgrounds. In 2008-09 a new portable classroom was added to the campus. Facility information is current as of October 12, 2017.

Cleaning Process

The Principal works daily with the custodial staff of two (one full-time, 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 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: October 2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room 2: flourescent tubes are two diferent colours,dirt on air vents, classroom carpet has several stains Room 6 Boys RR: Floor needs to be redone, urine smell Room 6 Girls RR: Floor needs to be redone, urine smell
Interior: Interior Surfaces	X			Room 17 : 4: (D) Ceiling tiles missing, damaged or loose
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			Library: 5: (D) Unsecured items are stored (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high
Electrical: Electrical		X		Room 12: 7: (D) lighting fixture or bulbs are not working or missing Room 18: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is damaged
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Room 04: 9: (D) Water pressure too high or low Room 18: 7: (D) lighting fixture or bulbs are not working or missing 9: (D) Sink/fountain is damaged
Safety: Fire Safety, Hazardous Materials	X			Room 19: 10. Fire Extinguisher is missing.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: 14: (D) Signs of water drainage problems including standing water on hardscape areas
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	52	53	40	38	48	48
Math	45	47	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	80	63	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	17.9	16.7	48.7

* 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	95	87	91.6	63.2
Male	51	46	90.2	67.4
Female	44	41	93.2	58.5
Hispanic or Latino	52	49	94.2	55.1
White	36	33	91.7	75.8
Socioeconomically Disadvantaged	50	48	96.0	50.0
English Learners	16	16	100.0	37.5
Students with Disabilities	16	14	87.5	50.0

* 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	300	287	95.67	52.96
Male	153	141	92.16	50.35
Female	147	146	99.32	55.48
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	148	94.87	44.59
Native Hawaiian or Pacific Islander	--	--	--	--
White	120	115	95.83	58.26
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	139	132	94.96	40.91
English Learners	49	48	97.96	25
Students with Disabilities	56	51	91.07	9.8
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	300	285	95	47.37
Male	153	140	91.5	49.29
Female	147	145	98.64	45.52
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	156	147	94.23	40.14
Native Hawaiian or Pacific Islander	--	--	--	--
White	120	114	95	54.39
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	139	131	94.24	31.3
English Learners	49	48	97.96	22.92
Students with Disabilities	56	51	91.07	9.8
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)

Zamora Elementary School has a strong connection with our parent community. There are many opportunities for families to volunteer such as classroom support, project coordination, Library support, field trip chaperones, our school garden, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). Zamora also benefits from connections with local businesses. Our parents provide an appreciation luncheon for our staff, and also serve as room parents to help with classroom activities throughout the year. In addition to site possibilities, we also encourage our parents to get involved at the district level on committees and other events.

Contact Information

Parents who wish to participate in Zamora Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 666-3641. The district's website (www.wjUSD.org) and the school's website (www.zamora.wjUSD.org) provide 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 staff members. There are designated areas 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. Emergency drills are conducted on a regular basis throughout the school year, including monthly fire evacuations and biannual disaster drills and annual 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.

Zamora Elementary School's Site Safety Plan is revised each year by the School Site Council, which consists of administrators, teachers, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. Staff annually review procedures and safety plans with our last review held in August 2015.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	1.1	1.1	1.4
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
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	0
Counselor (Social/Behavioral or Career Development)	.4
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.4
Psychologist	.6
Social Worker	0
Nurse	.3
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
Average Number of Students per Staff Member	
Academic Counselor	As Needed

* 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	20	24	19	1		1	2	3	2			
1	25	25	25				2	2	3			
2	26	28	27				3	1	2			
3	30	26	28				3	3	2			
4	30	29	24				3	3	3			
5	31	23	26		1		2	3	3			
6	20	32	23	2		1	3	2	3			
Other		17	10		2	1		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	\$4,635	\$1,249	\$3,386	\$64,013
District	♦	♦	\$4,126	\$65,991
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-17.9	5.0
Percent Difference: School Site/ State			-36.7	-7.6

* 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.