



Ramon S. Tafoya Elementary

720 Homestead Way • Woodland, CA 95776 • (530) 662-4324 • Grades K-6

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2017-18 School Accountability Report Card Published During the 2018-19 School Year



Woodland Joint Unified School District

435 Sixth Street
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District Governing Board

Debbie Decker, President
Morgan Childers, Vice President
Karen Rosenkilde-Bayne, Clerk
Deborah Bautista Zavala

Teresa Guerrero
Rogelio Villagrana
Vacant Position

District Administration

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

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

Danyel Conolley
**Senior Director
Human Resource Services**

School Description

Tafoya is a member of the No Excuses Network of schools.

Our goal is to prepare all students for whatever educational opportunities they encounter.

We are Tafoya Hawks.

We are college-bound!

MISSION STATEMENT

It is the mission of Tafoya Elementary School to educate each student by:

- Working collaboratively to provide a high quality, articulated, standards-based instructional program
- Ensuring that each student is proficient in reading, math, writing, the use of technology and critical thinking skills.
- Developing students' ability to work collaboratively, independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems that neutralize challenges so that all students will succeed
- Developing home-school connections in support of student learning and involving parents in school decision-making
- Using data to evaluate/improve school programs and to inform instruction

VISION STATEMENT

At Tafoya Elementary, everyone takes responsibility to help meet the needs of our students. We do this by working together to promote a love of learning, as we ensure that each student grows academically and socially. We hold high expectations for student achievement and a firm belief that all students will be prepared for a future of their choice.

Our school community is committed to providing our Tafoya scholars with a well-rounded, instructional program that prepares them for middle school and lays the foundation for success in college and the career of their choice. Students, staff, parents, and community members maintain a positive, respectful learning environment that promotes perseverance and responsibility, while empowering students to achieve. Tafoya is a member of the No Excuses Network of schools. We share research-based strategies that have been proven to help students succeed.

BELIEF STATEMENTS

- Hold high expectations for ourselves and our students.
- Celebrate staff and student successes.
- Participate in ongoing professional development to ensure we are using current research-based programs, practices, and strategies.
- Recognize, respect, and be sensitive to culture and ideological diversity.
- Provide a safe, caring, and respectful learning environment that promotes high academic achievement and personal growth.
- Engage parents and the community in student learning and decision making.
- Engage in reflective practice to ensure we are meeting the needs of the students in a standards-based classroom.

SCHOOL PROFILE

The city of Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of over 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, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive high schools and an alternative high school. During the 2018-2019 school year, 798 students are enrolled at Tafoya Elementary in grades 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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page 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.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	104
Grade 1	116
Grade 2	116
Grade 3	136
Grade 4	133
Grade 5	99
Grade 6	128
Total Enrollment	832

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	1.6
American Indian or Alaska Native	0.7
Asian	13.3
Filipino	1.9
Hispanic or Latino	60.6
Native Hawaiian or Pacific Islander	1.2
White	17.4
Socioeconomically Disadvantaged	63.2
English Learners	29.9
Students with Disabilities	11.5
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			
Ramon S. Tafoya Elementary	16-17	17-18	18-19
With Full Credential	33	35	34
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Woodland Joint Unified School District	16-17	17-18	18-19
With Full Credential	♦	♦	474
Without Full Credential	♦	♦	19
Teaching Outside Subject Area of Competence	♦	♦	10

Teacher Misassignments and Vacant Teacher Positions at this School			
Ramon S. Tafoya Elementary	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	1	2	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 2018-19)

Woodland Joint Unified School District held a Public Hearing on September 27, 2018 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 2018, regarding textbooks in use during the 2018-2019 school year.

Textbooks and Instructional Materials Year and month in which data were collected: September 2018	
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%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Tafoya Elementary School, originally constructed in 1999, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 34 classrooms, one library, one computer lab, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of September 14, 2018.

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)		
Year and month in which data were collected: 9/14/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Ramon Multipurpose Room: 4: (D) Plaster or paint is damaged on high window and doors. 10: Wheelchair lift blocked. Ramon N-1: 4: (D) Walls have damage from cracks, tears, holes or water damage. Very minor holes should be patched near the ceiling. 12: Bookshelves should be attached to the wall for earthquake safety. Tafoya J-3: 4: (D) Plaster or paint is damaged on front door. Maintenance and Operations Work Orders #32095 and #32094
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Ramon E2: 9: (D) Sink/fountain is damaged, aerator needs to be replaced, leaks on counter. Ramon E4: 9: (D) Water pressure too high or low on drinking fountain, hits countertop. Maintenance and Operations Work Order #32093
Safety: Fire Safety, Hazardous Materials	Good	Tafoya F-6: 11: (D) Materials labeled "keep out of reach of children" are within reach of children under kitchen.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
ELA	37.0	42.0	38.0	40.0	48.0	50.0
Math	30.0	32.0	27.0	29.0	37.0	38.0

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						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

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 area of physical education

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.7	19.8	47.9

* 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 2017-18 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	495	491	99.19	42.36
Male	255	253	99.22	43.08
Female	240	238	99.17	41.60
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	63	98.44	53.97
Filipino	--	--	--	--
Hispanic or Latino	322	320	99.38	36.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	68	100.00	55.88
Two or More Races	15	15	100.00	46.67
Socioeconomically Disadvantaged	328	324	98.78	34.26
English Learners	225	223	99.11	33.18
Students with Disabilities	62	61	98.39	13.11
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 2017-18 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	494	491	99.39	31.57
Male	254	252	99.21	33.73
Female	240	239	99.58	29.29
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	64	64	100	39.06
Filipino	--	--	--	--
Hispanic or Latino	321	319	99.38	24.76
Native Hawaiian or Pacific Islander	--	--	--	--
White	68	68	100	45.59
Two or More Races	15	15	100	60
Socioeconomically Disadvantaged	327	324	99.08	24.69
English Learners	224	223	99.55	23.77
Students with Disabilities	62	61	98.39	3.28
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 school site

Opportunities for Parental Involvement (School Year 2018-19)

At Tafoya we know that a quality education requires a team approach. We invite parents to be an active part of their child's academic, behavioral and social/emotional growth. Parents and teachers communicate on an on-going basis via phone, email, or text, so parents can receive timely information about their child's progress. Formal conferences are held twice a year for teachers to review student assessment data and their progress toward meeting the standards. We are proud to offer many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, at-home preparation, sixth-grade promotion, field trip chaperones, fundraising, Hawk assemblies, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council membership. Tafoya Elementary School also has partnerships with Woodland Community College, UC Davis tutors, and local businesses. Our Tafoya Parent Involvement team partners with PTA to provide a variety of ways for families to be involved in their child's education including Family Nights, movie nights and parent workshops. Parents are surveyed regarding needs and topics for parent information nights. A part-time parent liaison provides resources and information to parents and is actively involved in promoting communication between school and home.

Contact Information

Parents who wish to participate in Ramon S. Tafoya Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 666-4324, communicate with their child's classroom teacher or visit our website at www.tafoya.wjUSD.org. In addition they may contact the PTA president via the PTA website. The school district website, (www.wjUSD.org), provides a variety of resources for parents, students and community members. Parents may also link to our school website from the district website.

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 the top priority of the Tafoya school staff. Students are supervised throughout the day by teachers, noon duty supervisors, classified staff, and administrators. There is a designated area for student drop-off and pickup at the school. Visitors to the school must check in at the office and wear a visitor's badge while on campus. All staff will re-direct any adult not wearing a visitor sticker to the office.

Ramon S. Tafoya Elementary School's Site Safety Plan is reviewed and discussed each year by the School Site Council, which consists of administrators, teachers, classified staff, and parents and is approved the following fall. Safety in general and procedures specifically are discussed at every staff meeting. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. The WJUSD staff identify areas of need and create the most effective safety procedures and systems possible. 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 disaster drills, which are held three times a year. Additionally, our site will participate in active shooter training (ALICE) this 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.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	4.0	1.8	1.6
Expulsions Rate	0.0	0.0	0.0
District	2015-16	2016-17	2017-18
Suspensions Rate	6.8	6.3	6.0
Expulsions Rate	0.0	0.1	0.0
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
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.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.7
Psychologist	.6
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	2.4
Other	2.0
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+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K	20	22	21	5		1	1	5	4			
1	23	23	23				5	5	5			
2	27	25	29				5	5	4			
3	32	27	27				3	5	5			
4	31	32	27				4	3	5			
5	28	32	33				4	4	1			2
6	30	29	32				4	4	3			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

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
- Literacy for All Content Areas with Maria Losee, Grades 5-12
- Restorative Practices, TK-12
- Innovator Cohort: Google certification classes for teachers

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,910	\$47,547
Mid-Range Teacher Salary	\$62,933	\$74,775
Highest Teacher Salary	\$87,121	\$93,651
Average Principal Salary (ES)	\$106,757	\$116,377
Average Principal Salary (MS)	\$114,823	\$122,978
Average Principal Salary (HS)	\$121,527	\$135,565
Superintendent Salary	\$211,312	\$222,853
Percent of District Budget		
Teacher Salaries	36.0	35.0
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 \$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 2017-2018 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 <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).

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 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,125	\$571	\$3,554	\$60,504
District	♦	♦	\$4,126	\$66,356
State	♦	♦	\$7,125	\$76,522
Percent Difference: School Site/District			-13.9	-0.8
Percent Difference: School Site/ State			-33.5	-12.6

* Cells with ♦ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.