



Zamora Elementary School

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

Dr. Felicia Wilson, Principal

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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
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Vacant Position

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Educational Services
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Human Resource Services

Principal's Message

Student learning, and positive social development are the focuses at Zamora Elementary School. Our campus houses approximately 500 kindergarten through sixth-grade students, an RSP class, and three 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, eleven 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 approximately 10,550 students in the 2017-18 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 2018-2019 school year, approximately 475 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 <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	52
Grade 1	58
Grade 2	82
Grade 3	61
Grade 4	58
Grade 5	76
Grade 6	86
Total Enrollment	473

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.8
American Indian or Alaska Native	1.9
Asian	1.7
Filipino	1.3
Hispanic or Latino	50.5
Native Hawaiian or Pacific Islander	0.4
White	39.7
Socioeconomically Disadvantaged	45.5
English Learners	10.4
Students with Disabilities	19.0
Foster Youth	0.4

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	16-17	17-18	18-19
With Full Credential	23	25	23
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			
Zamora Elementary School	16-17	17-18	18-19
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	1	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)

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 July 18, 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: 7/18/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Multi Purpose: 4: (D) Walls have damage from cracks, tears, holes or water damage 7: (D) lighting fixture or bulbs are not working or missing Room 18: 4: (D) Floor tiles are missing damaged, or loose in bathroom Lino 10: (D) Fire extinguisher is not properly mounted Maintenance & Operations Work Orders #32912 and #32925
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Fair	Grounds: 6: Rabbits everywhere 14: Ball walls have some dry rot Some deep cracks in asphalt Basketball rim missing Room 01: 5: (D) Areas evaluated have accumulated refuse (D) Cluttered classroom or storerooms Room 02: 5: (D) Unsecured items are stored too high (D) Cluttered classroom or storerooms Room 05: 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room 06: 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room 09: 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing 10: (D) Fire extinguisher is missing Room 12: 5: (D) Unsecured items are stored too high Room 17 :

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/18/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Maintenance & Operations Work Orders #32915, #32918, #32926, and #32925
Electrical: Electrical	Poor	Multi Purpose: 4: (D) Walls have damage from cracks, tears, holes or water damage 7: (D) lighting fixture or bulbs are not working or missing Room 04: 7: (D) lighting fixture or bulbs are not working or missing Room 05: 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room 06: 5: (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Room 09: 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing 10: (D) Fire extinguisher is missing Room 11: 7: (D) lighting fixture or bulbs are not working or missing Room 17 : 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing Maintenance & Operations Work Orders #32912, #32918, #32926, #32917, and #32953
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room 07: 9: (D) Sink/fountain is not working Maintenance & Operations Work Order #32930
Safety: Fire Safety, Hazardous Materials	Good	Room 08: 10: (D) Fire extinguisher is missing Room 09: 5: (D) Cluttered classroom or storerooms (D) Unsecured items are stored too high 7: (D) lighting fixture or bulbs are not working or missing 10: (D) Fire extinguisher is missing Room 18: 4: (D) Floor tiles are missing damaged, or loose in bathroom Lino

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 7/18/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		10: (D) Fire extinguisher is not properly mounted Maintenance & Operations Work Orders #32926 and #32925
Structural: Structural Damage, Roofs	Good	Room 21: 12: Dry rot on siding and skirt (D) Damage to skirting or siding Maintenance & Operations Work Order #32923
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Fair	Grounds: 6: Rabbits everywhere 14: Ball walls have some dry rot Some deep cracks in asphalt Basketball rim missing
Overall Rating	Fair	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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.

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	53.0	66.0	38.0	40.0	48.0	50.0
Math	47.0	58.0	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

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	18.7	10.7	42.7

* 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.

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	258	249	96.51	65.86
Male	134	128	95.52	58.59
Female	124	121	97.58	73.55
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	128	122	95.31	59.84
Native Hawaiian or Pacific Islander	--	--	--	--
White	110	108	98.18	69.44
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	118	115	97.46	50.43
English Learners	37	35	94.59	42.86
Students with Disabilities	34	33	97.06	30.30
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	260	247	95	58.3
Male	136	127	93.38	58.27
Female	124	120	96.77	58.33
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	129	122	94.57	46.72
Native Hawaiian or Pacific Islander	--	--	--	--
White	111	106	95.5	66.98
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	119	113	94.96	43.36
English Learners	37	36	97.3	25
Students with Disabilities	36	32	88.89	18.75
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)

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 a monthly 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 be involved at the district level on committees such as LCAP and DELAC 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 October of 2018.

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	1.1	1.4	0.4
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)	.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 (non-teaching)	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+		
	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	24	19	20		1	1	3	2	2			
1	25	25	26				2	3	2			
2	28	27	25				1	2	3			
3	26	28	23			1	3	2	2			
4	29	24	28				3	3	2			
5	23	26	23	1			3	3	3			
6	32	23	24		1	1	2	3	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

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	\$4,635	\$1,249	\$3,386	\$64,013
District	◆	◆	\$4,126	\$66,356
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-17.9	5.0
Percent Difference: School Site/ State			-36.7	-7.6

* 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.