

Zamora Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

| | |
|--|--------------------------|
| School Name | Zamora Elementary School |
| Street | 1716 Cottonwood St. |
| City, State, Zip | Woodland, CA 95695-5137 |
| Phone Number | (530) 662-3641 |
| Principal | Barbara Herms, Interim |
| Email Address | barbara.herms@wjusd.org |
| School Website | |
| County-District-School (CDS) Code | 57727100000000 |

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Woodland Joint Unified School District |
| Phone Number | (530) 662-0201 |
| Superintendent | Elodia Ortega-Lampkin |
| Email Address | elodia.lampkin@wjusd.org |
| District Website Address | www.wjusd.org |

2021-22 School Overview

Principal's Message

Student learning and positive social development are focuses at Zamora Elementary School. Our campus houses approximately 378 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. 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 60,000 people, the town is situated twenty miles from downtown Sacramento and 85 miles from San Francisco. Woodland Joint Unified School District includes seven preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, and served approximately 9,658 students in the 2020-21 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 2020-2021 school year, approximately 378 students were 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 this School

2020-21 Student Enrollment by Grade Level

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 52 |
| Grade 1 | 50 |
| Grade 2 | 61 |
| Grade 3 | 45 |
| Grade 4 | 60 |
| Grade 5 | 72 |
| Grade 6 | 59 |
| Total Enrollment | 399 |

2020-21 Student Enrollment by Student Group

| Student Group | Percent of Total Enrollment |
|----------------------------------|-----------------------------|
| Female | 47.6 |
| Male | 52.4 |
| American Indian or Alaska Native | 1 |
| Asian | 2.5 |
| Black or African American | 1 |
| Hispanic or Latino | 49.9 |
| Two or More Races | 4.8 |
| White | 40.1 |
| English Learners | 7 |
| Foster Youth | 0.5 |
| Homeless | 1.3 |
| Socioeconomically Disadvantaged | 41.9 |
| Students with Disabilities | 20.1 |

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

| Authorization/Assignment | 2019-20 |
|--|---------|
| Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned) | |
| Intern Credential Holders Properly Assigned | |
| Teachers Without Credentials and Misassignments (“ineffective” under ESSA) | |
| Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA) | |
| Unknown | |
| Total Teaching Positions | |

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

| Authorization/Assignment | 2019-20 |
|--|---------|
| Permits and Waivers | |
| Misassignments | |
| Vacant Positions | |
| Total Teachers Without Credentials and Misassignments | |

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

| Indicator | 2019-20 |
|---|---------|
| Credentialed Teachers Authorized on a Permit or Waiver | |
| Local Assignment Options | |
| Total Out-of-Field Teachers | |

2019-20 Class Assignments

| Indicator | 2019-20 |
|--|---------|
| Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned) | |
| No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach) | |

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 9, 2021 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus 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 August 2021, regarding textbooks in use during the 2021-2022 school year.

Year and month in which the data were collected

August 2021

| Subject | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption ? | Percent Students Lacking Own Assigned Copy |
|--|---|-----------------------------|--|
| Reading/Language Arts | McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 | Yes | 0.0% |
| Mathematics | Houghton Mifflin Harcourt –Math Expressions Adopted 2014 | Yes | 0.0% |
| Science | Pearson Scott Foresman Adopted 2008 | No | 0.0% |
| History-Social Science | Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 | No | 0.0% |
| Foreign Language | | | |
| Health | Health Connected: Puberty Talks Adopted 2020 | Yes | 0.0% |
| Visual and Performing Arts | | | |
| Science Laboratory Equipment (grades 9-12) | | | |

School Facility Conditions and Planned Improvements

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 November 11, 2021.

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 the time of publication, 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

11/11/2021

| System Inspected | Rate Good | Rate Fair | Rate Poor | Repair Needed and Action Taken or Planned |
|---|-----------|-----------|-----------|--|
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | |
| Interior: Interior Surfaces | X | | | |
| Cleanliness: Overall Cleanliness, Pest/Vermin Infestation | X | | | Room 04: 5: (D) Cluttered classroom or storerooms 7: (D) lighting fixture or bulbs are not working or missing Site Custodial Staff |
| Electrical | | | X | Room 02: 7: (D) lighting fixture or bulbs are not working or missing Work Order 46965 Room 04: 5: (D) Cluttered classroom or storerooms 7: (D) lighting fixture or bulbs are not working or missing Site Custodial Staff Room 07: 7: (D) lighting fixture or bulbs are not working or missing Work Order 46966 Room 09: 7: (D) lighting fixture or bulbs are not working or missing Work Order 46967 |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | |

School Facility Conditions and Planned Improvements

| | | | | |
|--|---|--|--|--|
| Structural: Structural Damage, Roofs | X | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | |

Overall Facility Rate

| 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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|--|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| English Language Arts/Literacy (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics (grades 3-8 and 11) | N/A | N/A | N/A | N/A | N/A | N/A |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 224 | 19 | 8.48 | 91.52 | 31.58 |
| Female | 101 | 9 | 8.91 | 91.09 | -- |
| Male | 123 | 10 | 8.13 | 91.87 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 114 | 11 | 9.65 | 90.35 | 18.18 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 0 | 0 | 100 | -- |
| White | 84 | 4 | 4.76 | 95.24 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 2 | 11.76 | 88.24 | -- |
| Socioeconomically Disadvantaged | 100 | 17 | 17 | 83 | 35.29 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 58 | 19 | 32.76 | 67.24 | 31.58 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|---|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 224 | 18 | 8.04 | 91.96 | 16.67 |
| Female | 101 | 8 | 7.92 | 92.08 | -- |
| Male | 123 | 10 | 8.13 | 91.87 | -- |
| American Indian or Alaska Native | -- | -- | -- | -- | -- |
| Asian | -- | -- | -- | -- | -- |
| Black or African American | -- | -- | -- | -- | -- |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 114 | 10 | 8.77 | 91.23 | -- |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | 12 | 0 | 0.00 | 100.00 | -- |
| White | 84 | 4 | 4.76 | 95.24 | -- |
| English Learners | -- | -- | -- | -- | -- |
| Foster Youth | -- | -- | -- | -- | -- |
| Homeless | -- | -- | -- | -- | -- |
| Military | 17 | 2 | 11.76 | 88.24 | -- |
| Socioeconomically Disadvantaged | 100 | 16 | 16.00 | 84.00 | 18.75 |
| Students Receiving Migrant Education Services | -- | -- | -- | -- | -- |
| Students with Disabilities | 58 | 18 | 31.03 | 68.97 | 16.67 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|----------------------------------|-----|-----|-----|----|-----|
| All Students | 222 | 199 | 90 | 10 | 59 |
| Female | 100 | 91 | 91 | 9 | 65 |
| Male | 122 | 108 | 57 | 43 | 55 |
| American Indian or Alaska Native | 8 | 8 | 100 | 0 | 50 |
| Asian | 8 | 8 | 100 | 0 | 88 |
| Black or African American | 7 | 5 | 71 | 29 | 40 |
| Filipino | 5 | 5 | 100 | 0 | 100 |
| Hispanic or Latino | 113 | 107 | 95 | 5 | 57 |

| | | | | | |
|--|-----|-----|-----|-----|-----|
| Native Hawaiian or Pacific Islander | 1 | 1 | 100 | 0 | 100 |
| Two or More Races | 0 | 0 | 0 | 0 | 0 |
| White | 168 | 151 | 90 | 10 | 62 |
| English Learners | 9 | 8 | 89 | 11 | 0 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 2 | 0 | 0 | 100 | 0 |
| Military | 17 | 14 | 82 | 18 | 57 |
| Socioeconomically Disadvantaged | 17 | 15 | 88 | 12 | 47 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 100 | 0 |
| Students with Disabilities | 58 | 46 | 79 | 21 | 11 |

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

| | | | | | |
|--|-----|-----|-----|-----|----|
| All Students | 222 | 193 | 87 | 13 | 51 |
| Female | 100 | 89 | 89 | 11 | 62 |
| Male | 122 | 104 | 85 | 15 | 57 |
| American Indian or Alaska Native | 8 | 8 | 100 | 0 | 38 |
| Asian | 8 | 7 | 87 | 13 | 71 |
| Black or African American | 7 | 4 | 57 | 43 | 25 |
| Filipino | 5 | 5 | 100 | 0 | 80 |
| Hispanic or Latino | 113 | 101 | 89 | 11 | 57 |
| Native Hawaiian or Pacific Islander | 1 | 100 | 17 | 100 | 0 |
| Two or More Races | 0 | 0 | 168 | 0 | 0 |
| White | 150 | 61 | | 89 | 11 |
| English Learners | 9 | 8 | 89 | 11 | 13 |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 2 | 1 | 50 | 50 | 0 |
| Military | 14 | 71 | 1 | 82 | 18 |
| Socioeconomically Disadvantaged | 12 | 42 | 58 | 71 | 29 |
| Students Receiving Migrant Education Services | 0 | 0 | 17 | 0 | 0 |
| Students with Disabilities | 38 | 21 | 0 | 34 | 66 |

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Subject | School 2019-20 | School 2020-21 | District 2019-20 | District 2020-21 | State 2019-20 | State 2020-21 |
|---|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A | NT | N/A | NT | N/A | 28.72 |

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Not Tested | Percent Met or Exceeded |
|--|---------------------|------------------|-------------------|-----------------------|-------------------------------|
| All Students | 61 | NT | NT | NT | NT |
| Female | 30 | NT | NT | NT | NT |
| Male | 31 | NT | NT | NT | NT |
| American Indian or Alaska Native | -- | NT | NT | NT | NT |
| Asian | -- | NT | NT | NT | NT |
| Black or African American | 0 | 0 | 0 | 0 | 0 |
| Filipino | 0 | 0 | 0 | 0 | 0 |
| Hispanic or Latino | 31 | NT | NT | NT | NT |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0 | 0 |
| Two or More Races | -- | NT | NT | NT | NT |
| White | 21 | NT | NT | NT | NT |
| English Learners | -- | NT | NT | NT | NT |
| Foster Youth | 0 | 0 | 0 | 0 | 0 |
| Homeless | 0 | 0 | 0 | 0 | 0 |
| Military | -- | NT | NT | NT | NT |
| Socioeconomically Disadvantaged | 33 | NT | NT | NT | NT |
| Students Receiving Migrant Education Services | 0 | 0 | 0 | 0 | 0 |
| Students with Disabilities | 12 | NT | NT | NT | NT |

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

| Grade Level | Percentage of Students Meeting Four of Six Fitness Standards | Percentage of Students Meeting Five of Six Fitness Standards | Percentage of Students Meeting Six of Six Fitness Standards |
|-------------|--|--|---|
| Grade 5 | N/A | N/A | N/A |
| Grade 7 | N/A | N/A | N/A |
| Grade 9 | N/A | N/A | N/A |

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

Zamora Elementary School has a strong connection with our parent community. There are many opportunities for families to volunteer: 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). Additionally, Zamora offers extracurricular after school classes in subjects that our student body has requested. These requests are gathered in the form of an exit survey once students have completed courses. Many of these classes are taught by our parents. 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 and currently have parent representation at the district level on committees such as LCAP (Local Control Accountability Plan), Culture and Climate, Technology, and DELAC (District English Learner Advisory Committee).

Youth engagement and voice are integral to the Zoonie way. Student advisory council meets regularly to reflect on survey and achievement data, and provide recommendations for the school site council and school safety committee. Student recommendations lead to new clubs, focus areas for math, and improved student safety procedures.

Contact Information

Parents who wish to participate in Zamora Elementary School's leadership team, school committees, after school clubs, 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) provides a variety of resources for parents, students, and community members. Parents are also encouraged to participate in community forums at the district level and are encouraged to attend Community and Family Engagement (CAFE) trainings.

2020-21 Chronic Absenteeism by Student Group

| Student Group | Cumulative Enrollment | Chronic Absenteeism Eligible Enrollment | Chronic Absenteeism Count | Chronic Absenteeism Rate |
|---|-----------------------|---|---------------------------|--------------------------|
| All Students | 418 | 401 | 57 | 14.2 |
| Female | 198 | 193 | 24 | 12.4 |
| Male | 220 | 208 | 33 | 15.9 |
| American Indian or Alaska Native | 4 | 4 | 1 | 25.0 |
| Asian | 10 | 10 | 1 | 10.0 |
| Black or African American | 4 | 4 | 1 | 25.0 |
| Filipino | 0 | 0 | 0 | 0.0 |
| Hispanic or Latino | 205 | 199 | 37 | 18.6 |
| Native Hawaiian or Pacific Islander | 0 | 0 | 0 | 0.0 |
| Two or More Races | 22 | 19 | 2 | 10.5 |
| White | 170 | 162 | 14 | 8.6 |
| English Learners | 29 | 29 | 6 | 20.7 |
| Foster Youth | 3 | 3 | 2 | 66.7 |
| Homeless | 7 | 7 | 4 | 57.1 |
| Socioeconomically Disadvantaged | 178 | 175 | 47 | 26.9 |
| Students Receiving Migrant Education Services | 1 | 1 | 0 | 0.0 |
| Students with Disabilities | 91 | 89 | 25 | 28.1 |

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

| Subject | School 2018-19 | School 2020-21 | District 2018-19 | District 2020-21 | State 2018-19 | State 2020-21 |
|--------------------|----------------|----------------|------------------|------------------|---------------|---------------|
| Suspensions | 0.85 | 0.00 | 5.67 | 0.21 | 3.47 | 0.20 |
| Expulsions | 0.00 | 0.00 | 0.02 | 0.00 | 0.08 | 0.00 |

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

| Subject | School 2019-20 | District 2019-20 | State 2019-20 |
|--------------------|----------------|------------------|---------------|
| Suspensions | 0.46 | 4.16 | 2.45 |
| Expulsions | 0.00 | 0.00 | 0.05 |

2020-21 Suspensions and Expulsions by Student Group

| Student Group | Suspensions Rate | Expulsions Rate |
|--|------------------|-----------------|
| All Students | 0.00 | 0.00 |
| Female | 0.00 | 0.00 |
| Male | 0.00 | 0.00 |
| American Indian or Alaska Native | 0.00 | 0.00 |
| Asian | 0.00 | 0.00 |
| Black or African American | 0.00 | 0.00 |
| Filipino | 0.00 | 0.00 |
| Hispanic or Latino | 0.00 | 0.00 |
| Native Hawaiian or Pacific Islander | 0.00 | 0.00 |
| Two or More Races | 0.00 | 0.00 |
| White | 0.00 | 0.00 |
| English Learners | 0.00 | 0.00 |
| Foster Youth | 0.00 | 0.00 |
| Homeless | 0.00 | 0.00 |
| Socioeconomically Disadvantaged | 0.00 | 0.00 |
| Students Receiving Migrant Education Services | 0.00 | 0.00 |
| Students with Disabilities | 0.00 | 0.00 |

2021-22 School Safety Plan

The 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 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 and approval held in October of 2021.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 26 | | 2 | |
| 1 | 24 | | 2 | |
| 2 | 27 | | 2 | |
| 3 | 20 | 1 | 3 | |
| 4 | 31 | | 2 | |
| 5 | 29 | | 2 | |
| 6 | 20 | 1 | 3 | |
| Other | 12 | 1 | | |

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 27 | | 2 | |
| 1 | 27 | | 2 | |
| 2 | 23 | | 2 | |
| 3 | 26 | | 2 | |
| 4 | 25 | 1 | | 2 |
| 5 | 32 | | 2 | |
| 6 | 27 | | 2 | |
| Other | 45 | 5 | | 3 |

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

| Grade Level | Average Class Size | Number of Classes with 1-20 Students | Number of Classes with 21-32 Students | Number of Classes with 33+ Students |
|-------------|--------------------|--------------------------------------|---------------------------------------|-------------------------------------|
| K | 16 | 1 | 2 | |
| 1 | 14 | 2 | 2 | |
| 2 | 14 | 2 | 2 | |
| 3 | 11 | 2 | 2 | |
| 4 | 13 | 5 | 4 | |
| 5 | 18 | 4 | | 2 |
| 6 | 15 | 4 | 4 | |
| Other | 8 | 10 | | |

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

| Title | Ratio |
|------------------------------|-------|
| Pupils to Academic Counselor | |

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

| Title | Number of FTE Assigned to School |
|---|----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | 0 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | 0 |
| Psychologist | 0 |
| Social Worker | 0 |
| Speech/Language/Hearing Specialist | 0 |
| Resource Specialist (non-teaching) | 0 |

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site | \$7,409 | \$2,065 | \$5,344 | \$80,878 |
| District | N/A | N/A | \$6,557 | \$71,603 |
| Percent Difference - School Site and District | N/A | N/A | -20.4 | 12.2 |
| State | | | \$8,444 | \$81,044 |
| Percent Difference - School Site and State | N/A | N/A | -45.0 | -0.2 |

Types of Services Funded

Woodland Joint Unified School District spent an average of \$8,243 to educate each student (based on 2019-20 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2019-2020 school year, the District received State and federal funding for the following categorical, special education, and support programs: After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

| Category | District Amount | State Average for Districts in Same Category |
|---|-----------------|--|
| Beginning Teacher Salary | \$46,688 | \$51,029 |
| Mid-Range Teacher Salary | \$66,481 | \$78,583 |
| Highest Teacher Salary | \$95,210 | \$99,506 |
| Average Principal Salary (Elementary) | \$108,295 | \$124,576 |
| Average Principal Salary (Middle) | \$113,546 | \$131,395 |
| Average Principal Salary (High) | \$125,256 | \$144,697 |
| Superintendent Salary | \$224,180 | \$240,194 |
| Percent of Budget for Teacher Salaries | 33% | 34% |
| Percent of Budget for Administrative Salaries | 5% | 6% |

Professional Development

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:

- Universal Design for Learning, TK-12
- Ethnic Studies with the Acosta Group, Preschool-12
- English Learner Roadmap, TK-12
- Social Emotional Learning TK-12

This table displays the number of school days dedicated to staff development and continuous improvement.

| Subject | 2019-20 | 2020-21 | 2021-22 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement | 0 | 0 | 0 |

Woodland Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

| | |
|---------------------------------|--|
| District Name | Woodland Joint Unified School District |
| Phone Number | (530) 662-0201 |
| Superintendent | Elodia Ortega-Lampkin |
| Email Address | elodia.lampkin@wjusd.org |
| District Website Address | www.wjusd.org |

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4954 | 501 | 10.11 | 89.89 | 57.76 |
| Female | 2406 | 277 | 11.51 | 88.49 | 64.55 |
| Male | 2548 | 224 | 8.79 | 91.21 | 49.55 |
| American Indian or Alaska Native | 22 | 0 | -- | 100.00 | -- |
| Asian | 267 | 32 | 11.99 | 88.01 | 61.29 |
| Black or African American | 61 | 5 | 8.20 | 91.80 | -- |
| Filipino | 28 | 7 | 25.00 | 75.00 | -- |
| Hispanic or Latino | 3527 | 365 | 10.35 | 89.65 | 55.03 |
| Native Hawaiian or Pacific Islander | 21 | 2 | 9.52 | 90.48 | -- |
| Two or More Races | 159 | 10 | 6.29 | 93.71 | -- |
| White | 869 | 80 | 9.21 | 90.79 | 70.13 |
| English Learners | 977 | 48 | 4.91 | 95.09 | 12.77 |
| Foster Youth | 47 | 4 | 8.51 | 91.49 | -- |
| Homeless | 90 | 4 | 4.44 | 95.56 | -- |
| Military | 247 | 45 | 18.22 | 81.78 | 50.00 |
| Socioeconomically Disadvantaged | 3016 | 272 | 9.02 | 90.98 | 56.77 |
| Students Receiving Migrant Education Services | 119 | 10 | 8.40 | 91.60 | -- |
| Students with Disabilities | 733 | 73 | 9.96 | 90.04 | 26.76 |

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

| CAASPP Student Groups | CAASPP Total Enrollment | CAASPP Number Tested | CAASPP Percent Tested | CAASPP Percent Not Tested | CAASPP Percent Met or Exceeded |
|--|-------------------------|----------------------|-----------------------|---------------------------|--------------------------------|
| All Students | 4954 | 464 | 9.37 | 90.63 | 33.63 |
| Female | 2406 | 253 | 10.52 | 89.48 | 34.41 |
| Male | 2548 | 211 | 8.28 | 91.72 | 32.69 |
| American Indian or Alaska Native | 22 | 0 | -- | 100.00 | -- |
| Asian | 267 | 30 | 11.24 | 88.76 | 53.57 |
| Black or African American | 61 | 6 | 9.84 | 90.16 | -- |
| Filipino | 28 | 7 | 25.00 | 75.00 | -- |
| Hispanic or Latino | 3527 | 338 | 9.58 | 90.42 | 27.71 |
| Native Hawaiian or Pacific Islander | 21 | 2 | 9.52 | 90.48 | -- |
| Two or More Races | 159 | 9 | 5.66 | 94.34 | -- |
| White | 869 | 72 | 8.29 | | 52.78 |
| English Learners | 977 | 43 | 4.40 | 95.60 | 12.20 |
| Foster Youth | 47 | 4 | 8.51 | 91.49 | -- |
| Homeless | 90 | 2 | 2.22 | 97.78 | -- |
| Military | 247 | 36 | 14.57 | 85.43 | 22.22 |
| Socioeconomically Disadvantaged | 3016 | 251 | 8.32 | 91.68 | 30.20 |
| Students Receiving Migrant Education Services | 119 | 8 | 6.72 | 93.28 | -- |
| Students with Disabilities | 733 | 68 | 9.28 | 90.72 | 19.12 |

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

