

Woodland Prairie Elementary

2021-2022 School Accountability Report Card (Published During the 2022-2023 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, 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 the 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.

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).

California School Dashboard



The California School Dashboard (Dashboard) <https://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.

2022-23 School Contact Information

School Name	Woodland Prairie Elementary
Street	1444 Stetson St.
City, State, Zip	Woodland, CA 95776
Phone Number	(530) 662-2898
Principal	Kelly Schevenin
Email Address	kelly.schevenin@wjusd.org
School Website	https://prairie.wjUSD.org/
County-District-School (CDS) Code	57727100000000

2022-23 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

2022-23 School Overview

Principal's Message

Welcome to Woodland Prairie, home of the pumas! Woodland Prairie has a 32-year history of serving children and families in Woodland. We believe in the power of strong partnerships between families and the school, and we look forward to building those connections with our students and all the adults who help to make them successful. Woodland Prairie Elementary School operates on a traditional academic calendar. During the 2021-2022, 738 students were enrolled in from kindergarten through grade six.

We offer a strong academic program focused on the whole child with two distinct strands that run from Transitional Kindergarten through Sixth Grade. One strand is a Spanish/English Dual Immersion program for families who wish for their children to become literate in both Spanish and English. Prairie added a Dual Immersion transitional kindergarten class to our campus this year. The other strand is an English Language Mainstream strand that provides students with excellent preparation for middle school through English language development and strong content area instruction. Prairie continues to offer an early childhood education program. The campus houses 3 distinct preschool programs, which allows us to find the best match between program and family need.

School Vision

At Woodland Prairie all students will develop the necessary academic, personal, and social skills to become self-directed, life-long learners.

Our school community is committed to providing students with a well-rounded, academically rigorous, standards-based instructional program. In addition to core academics, our program includes the arts and fosters creativity, problem-solving, critical thinking skills, the joy of learning and the development of healthy habits for life.

Students, staff, parents and community members are committed to one another as we work together to maintain a positive, caring, and inclusive learning environment. We encourage responsible citizenship, productivity and collaboration. We affirm our diversity through multicultural education and act in ways that strengthen our community.

School Mission Statement

It is the mission of Woodland Prairie School to educate each student by:

2022-23 School Overview

- Working collaboratively to provide a high quality, articulated, standards based instructional program
- Ensuring that every student will continue to advance toward proficiency and beyond in the core academic subjects
- Developing students' ability to work independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems so that all students will succeed
- Developing home-school connections in support of student learning
- Using data to evaluate/improve school programs and to inform instruction

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	90
Grade 1	109
Grade 2	109
Grade 3	108
Grade 4	110
Grade 5	107
Grade 6	105
Total Enrollment	738

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.6
Male	52.4
American Indian or Alaska Native	0.1
Asian	7.3
Black or African American	0.5
Filipino	0.4
Hispanic or Latino	82.0
Native Hawaiian or Pacific Islander	0.4
Two or More Races	1.6
White	6.6
English Learners	55.6
Foster Youth	0.5
Homeless	0.1
Migrant	8.4
Socioeconomically Disadvantaged	87.1
Students with Disabilities	10.8

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

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	32.40	92.85	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.70	3.44	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	8.30	1.72	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	2.86	8.70	1.80	12115.80	4.41
Unknown	1.50	4.29	29.10	5.99	18854.30	6.86
Total Teaching Positions	34.90	100.00	485.60	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.60	91.28	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.30	0.89	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.20	6.35	14.80	3.05	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	8.20	1.68	11953.10	4.28
Unknown	0.50	1.44	18.00	3.70	15831.90	5.67
Total Teaching Positions	34.60	100.00	488.50	100.00	279044.80	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	2.20
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	2.20

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	1.00	0.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	6.00
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	2.80

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 22, 2022 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 2022, regarding textbooks in use during the 2022-2023 school year.

Year and month in which the data were collected		August 2022	
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%
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Woodland Prairie Elementary School, originally constructed in 1986, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 23 classrooms, one library, one multipurpose room, one staff room, and two playgrounds, one computer lab, and two triple wide buildings for a Special Day Class Preschool. Facility information is current as of December 1, 2022.

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.

Year and month of the most recent FIT report	11/30/2022 - 12/01/2022
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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		Boys Restroom: 4: (D) Graffiti into rubber on wall - Discuss w/Rob will need to remove and repair for a permanent fix 9: (D) Tighten and/or replace faucets - loose and leaking Work order 52230 C3: 4: (D) Walls appear to have hazards from tears and holes. Repair wall in hallway 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52233 C4: 4: (D) Walls appear to have hazards from tears and holes. Outside wall of classroom C4 repair drywall and paint Replace base molding 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52234 D4: 4: (D) Walls appear to have hazards from tears and holes. Hallway outside of classroom Work order 52243 Foyer: 4: (D) Please clean above double doors as needed Work order 52250 Foyer: 4: (D) There is evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits) Next to double doors next to skylight ~ water damage Work order 52251 I2: 4: (D) Ceiling tiles have holes or stains. 4 ceiling tiles need replacement 2x4 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 2 phase and 1 is not engaging. (D) Exterior light also out Work order 52259 Speech Room: 4: (D) Door is dragging (hinges are loose on door) 10: (X) Emergency alarms do NOT appear to be in working order. NO extinguisher Work order 52264
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical			X	Admin: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Nurses' office has 1 light/ballast out. (2) bulbs out in the main Admin area Work order 52217 D1:

School Facility Conditions and Planned Improvements

7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 ballast out by door
10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher
Work order 52237
D3:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Light bulb out.
10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher
Work order 52241
D5:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out, check ballast
10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher
Work order 52245
G1:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out
9: (D) Fountain inoperable
Work order 52252
G4:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 3 LIGHTS OUT
9: (D) sinks drain slow
Work order 52254
G5:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 5 bulbs out
Work order 52255
G6:
7: (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Front wall behind loveseat - install plate cover
(D) Lighting appears to be inadequate and is not working properly, including exterior lights. replace 2 bulbs
13: (D) Roofs, gutters, roof drains, and downspouts are intact. Please adjust both down spouts on front of classrooms G6 and G7 - rain water run-off is missing down spout
Work order 52256
I1:
7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out
12: (X) Posts, beams, supports for portable classrooms, ramps, & other structural building do NOT appear to be intact, secure and functional as designed. Repair supporting of exterior deck.
Work order 52258
I2:
4: (D) Ceiling tiles have holes or stains. 4 ceiling tiles need replacement 2x4

School Facility Conditions and Planned Improvements

			<p>7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 2 phase and 1 is not engaging. (D) Exterior light also out Work order 52259 K2: 7: (D) Lighting is flickering. Restroom ballast going out (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 2 bulbs burnt out Work order 52260 Library: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 2 can light bulbs are out and 1 fluorescent Work order 52261 Motor Room: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out 10: (X) Emergency alarms do NOT appear to be in working order. NO extinguisher Work order 52263</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>X</p>		<p>B6: 9: (D) There is moss, mold, or excessive staining on the fixture. Please clean faucet 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52226 B7: 9: (D) Drains excessively slow 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52228 Boys Restroom: 4: (D) Graffiti into rubber on wall - Discuss w/Rob will need to remove and repair for a permanent fix 9: (D) Tighten and/or replace faucets - loose and leaking Work order 52230 G1: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out 9: (D) Fountain inoperable Work order 52252 G2: 7: (D) Exterior light out (D) Electrical systems, components, and equipment appear NOT to be working properly. 9: (D) Sink drains slow Work order 52253 G4: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 3 LIGHTS OUT 9: (D) sinks drain slow Work order 52254 Girls Restroom:</p>

School Facility Conditions and Planned Improvements

			<p>8: (D) Restrooms are NOT fully operational. 3rd toilet not flushing and 2nd slide latch missing from door panel Work order 52257 K1: 9: (D) drain is very slow Work order 54421</p>
<p>Safety: Fire Safety, Hazardous Materials</p>		<p>X</p>	<p>B1: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52218 B2: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52219 B3: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguishers Work order 52221 B4: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52223 B5: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52224 B6: 9: (D) There is moss, mold, or excessive staining on the fixture. Please clean faucet 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52226 B7: 9: (D) Drains excessively slow 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52228 B8: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52229 C1: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52231 C2: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52232 C3: 4: (D) Walls appear to have hazards from tears and holes. Repair wall in hallway 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52233 C4:</p>

School Facility Conditions and Planned Improvements

			<p>4: (D) Walls appear to have hazards from tears and holes. Outside wall of classroom C4 repair drywall and paint Replace base molding 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52234 C5: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52235 C6: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52236 D1: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 ballast out by door 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52237 D2: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52239 D3: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. Light bulb out. 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52241 D5: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights. 1 bulb out, check ballast 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52245 D6: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52246 E1: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52247 E2: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher Work order 52248 E3: 10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher 15: (D) Doors are NOT intact or have other conditions that could present safety hazards. Door drags badly Work order 52249</p>
<p>Structural: Structural Damage, Roofs</p>		<p>X</p>	<p>G6:</p>

School Facility Conditions and Planned Improvements

			<p>7: (D) Outlets, access panels, switch plates, junction boxes and fixtures are NOT properly covered and secured from pupil access. Front wall behind loveseat - install plate cover</p> <p>(D) Lighting appears to be inadequate and is not working properly, including exterior lights. replace 2 bulbs</p> <p>13: (D) Roofs, gutters, roof drains, and downspouts are intact. Please adjust both down spouts on front of classrooms G6 and G7 - rain water run-off is missing down spout</p> <p>Work order 52256</p>
<p>External: Playground/School Grounds, Windows/Doors/Gates/Fences</p>	X		<p>E3:</p> <p>10: (D) Fire extinguishers are NOT current and NOT placed in all required areas. NO extinguisher</p> <p>15: (D) Doors are NOT intact or have other conditions that could present safety hazards. Door drags badly</p> <p>Work order 52249</p> <p>Main Playground:</p> <p>14: (D) graffiti tagging all over play structures paint and remove</p> <p>Work order 52262</p>

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).
4. **College and Career Ready**
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.

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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	37	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	24	N/A	33

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	433	429	99.08	0.92	25.47
Female	210	207	98.57	1.43	31.55
Male	223	222	99.55	0.45	19.82
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	35	34	97.14	2.86	33.33
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	365	363	99.45	0.55	23.69

Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	20	95.24	4.76	40.00
English Learners	210	208	99.05	0.95	8.70
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	11.11
Socioeconomically Disadvantaged	368	365	99.18	0.82	23.35
Students Receiving Migrant Education Services	29	29	100.00	0.00	13.79
Students with Disabilities	46	45	97.83	2.17	4.44

2021-22 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.

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.

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.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	434	426	98.16	1.84	16.98
Female	210	206	98.10	1.90	17.16
Male	224	220	98.21	1.79	16.82
American Indian or Alaska Native	0	0	0.00	0.00	0.00
Asian	35	33	94.29	5.71	25.00
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	366	363	99.18	0.82	16.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	21	18	85.71	14.29	11.11
English Learners	211	207	98.10	1.90	9.76
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	27	27	100.00	0.00	11.11

Socioeconomically Disadvantaged	368	361	98.10	1.90	16.16
Students Receiving Migrant Education Services	29	29	100.00	0.00	13.79
Students with Disabilities	46	44	95.65	4.35	2.27

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	14.81	NT	19.88	28.5	29.47

2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	110	109	99.09	0.91	14.81
Female	49	48	97.96	2.04	19.15
Male	61	61	100	0	11.48
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	95	94	98.95	1.05	13.98
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	55	54	98.18	1.82	1.89
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	88	98.88	1.12	11.49
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

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.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	96.8%	95.7%	95.7%	94.60%	93.50%

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.

2022-23 Opportunities for Parental Involvement

Here at Woodland Prairie we believe our school works better because of the partnerships we form with families and the surrounding community. We also know that parent involvement comes in many different forms and changes as students grow and develop across their school careers.

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, text, Parent Square, and a variety of apps 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 offer several ways for families to get involved with their children's education here at Prairie. Anyone in our school community can become a member of one of our parent groups. The Parent Teacher Association (PTA), the English Learner Advisory Council (ELAC) and the School Site Council (SSC) hold monthly meetings open to the public. These groups offer opportunities for volunteering as well as opportunities to take classes or training. If you are interested in working on policy or budgeting, you may be more interested in joining our School Site Council. Even if you are not able to attend these events, you can stay involved by checking our website, following our Facebook page, registering for the AERIES Parent Portal and Parent Square, and reading our weekly Puma Pulse Family Newsletter. All family communication is sent home in English and Spanish. Our Community and Family Engagement (CAFE) Specialist is available daily to assist families in English and Spanish. Interpreters are available for additional languages upon request.

Prairie was selected to participate in a national professional development grant: Project PROMESA (Promoting Rigorous Outcomes Multi-literacy English Learner Student Achievement). We are in year two of this five year project. PROMESA provides professional learning and family literacy programs for our school and families. The goal is to systemically strengthen and deepen multilingual and multicultural instructional models for teachers and administrators to support English Learners (ELs) and develop parent leadership to engage parents in family literacy and leadership programs to impact parent growth and student achievement. Seven parent workshops were offered from August to December.

In January, Prairie will begin to offer Latino Family Literacy Project sessions to families in kindergarten and first grade. Ten sessions will be held to support families in establishing reading routines, improve English language skills, improve Spanish literacy skills, and strengthen parent/child interactions.

2022-23 Opportunities for Parental Involvement

Youth engagement and voice have always been essential to Woodland Prairie's community. We regularly seek input from a diverse representation of our student body. Our Student Council, Youth Advisory Council and our Club Council each meet regularly to review data, recommend surveys and provide recommendations for improving the learning and climate of our school.

Contact Information

Parents who wish to participate in Woodland Prairie Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-2898. The district's website (www.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.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	789	773	288	37.3
Female	372	365	126	34.5
Male	417	408	162	39.7
American Indian or Alaska Native	1	1	0	0.0
Asian	59	58	12	20.7
Black or African American	6	4	3	75.0
Filipino	3	3	2	66.7
Hispanic or Latino	639	627	242	38.6
Native Hawaiian or Pacific Islander	6	6	0	0.0
Two or More Races	14	14	4	28.6
White	54	53	23	43.4
English Learners	437	431	152	35.3
Foster Youth	5	4	0	0.0
Homeless	6	6	5	83.3
Socioeconomically Disadvantaged	682	669	257	38.4
Students Receiving Migrant Education Services	66	66	17	25.8
Students with Disabilities	108	104	51	49.0

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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.00	4.16	2.45
Expulsions	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.12	3.42	0.21	5.89	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.42	0.00
Female	0.54	0.00
Male	6.00	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	3.29	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.14	0.00
White	5.56	0.00
English Learners	1.60	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.52	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.41	0.00

2022-23 School Safety Plan

The School Site Council met on September 20, 2022 and approved the Comprehensive School Safety Plan. The Student Resource Officer gave input as well. The WJUSD School Board approved the Safety Plan on October 13, 2022. The Safety Plan was reviewed with staff on August 11, 2022 and October 12, 2022. Key elements of the Safety Plan include student safety, Positive Behavior Interventions & Supports (PBIS), 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 annual disaster 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.

Woodland Prairie students in grades 3 through 6 gave input into school safety in a spring 2022 survey. 56.6% of students report they feel very safe at school, and only 8.2% said they did not feel safe at school. Students report that their relationships and friendships with students and staff is the best part of Prairie. For those who have concerns regarding safety most report concerns regarding conflicts and mean behavior from peers. A smaller group of students are concerned about the physical safety and the lack of adequate fencing around the campus. When asking students what would make the school safer they suggested more teachers/staff out at recess. Others suggested that students use more respectful language and to be nicer to each other. During the 2022 - 2023 school year Prairie is undergoing PBIS training provided by the Yolo County Office of Education and will do a complete PBIS reboot.

In addition to the district-wide objectives to address the safety of the physical environment, the plan addresses the following objectives:

1. Increase school-wide attendance.
2. Establish and maintain a positive school climate that encourages the development of healthy relationships between all stakeholders.
3. Establish and maintain a program that develops students' social skills and ability to self-regulate.
4. Establish and maintain a system for correcting behavior that interferes with student learning.
5. Teachers will implement regular routines and rituals that support social-emotional learning.
6. Teachers will have access to systems and supports which allow them to provide Tier II support/interventions to students who require them.
7. Teachers will have access to systems and supports that allow them to provide Tier III supports/interventions to students who require intensive support for behavior.

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.

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	26		4	
1	24	1	4	
2	23		5	
3	44		2	2
4	36		2	2
5	43		2	2
6	30		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	21	4	4	
1	19	5	4	
2	18	7	3	
3	22	4	2	2
4	25	4	8	
5	21	6	8	
6	21	6	8	
Other	15	2	1	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	23	2	2	
1	22	1	4	
2	21	1	4	
3	18	3	3	
4	27		4	
5	26		4	
6	25		4	
Other	5	3		

2021-22 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	0

2021-22 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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	\$6,199	\$1,428	\$4,771	\$72,630
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	-17.9	-0.6
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-32.1	-13.4

2021-22 Types of Services Funded

Woodland Joint Unified School District spent an average of \$5,707 to educate each student (based on 2020-21 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2020-2021 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.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$47,505	\$52,478
Mid-Range Teacher Salary	\$67,644	\$80,810
Highest Teacher Salary	\$96,876	\$101,276
Average Principal Salary (Elementary)	\$110,190	\$127,080
Average Principal Salary (Middle)	\$115,533	\$134,264
Average Principal Salary (High)	\$127,448	\$147,200
Superintendent Salary	\$246,598	\$242,351
Percent of Budget for Teacher Salaries	33%	33%
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. 5 professional development days take place annually prior to the school year commencing. 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, Preschool-12

English Learner Roadmap, TK-12

Social Emotional Learning TK-12

Early Literacy TK-3

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0