

# Ramon S. Tafoya 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

<b>School Name</b>	Ramon S. Tafoya Elementary
<b>Street</b>	720 Homestead Way
<b>City, State, Zip</b>	Woodland, CA 95776
<b>Phone Number</b>	(530) 662-4324
<b>Principal</b>	Lyssa Perry
<b>Email Address</b>	lyssa.perry@wjusd.org
<b>School Website</b>	tafoya.wjusd.org
<b>County-District-School (CDS) Code</b>	57727100000000

## 2022-23 District Contact Information

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

## 2022-23 School Overview

Tafoya is a PBIS (Positive Behavior Intervention and Support) School and we are committed to providing a safe, supportive, inclusive, and academically rich educational experience for every child. Our PBIS Slogan is **S.O.A.R.** ing to success! S (Safety), O (Own your actions), A (Achievement), R (Respect)

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

We are Tafoya Hawks.  
We are college-bound!

### MISSION STATEMENT

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

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

### VISION STATEMENT

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

Our school community is committed to providing our Tafoya scholars with a well-rounded instructional program that prepares students for middle school and lays the foundation for success in college and the career of their choice. Students, staff, parents, and community members maintain a positive, respectful learning environment that promotes perseverance and responsibility while empowering students to achieve.

## 2022-23 School Overview

### SCHOOL PROFILE

The city of Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of over 62,000 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 9307 students in the 2021-22 school year, 759 students were enrolled at Tafoya Elementary in grades kindergarten through six.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	115
Grade 1	103
Grade 2	106
Grade 3	108
Grade 4	90
Grade 5	111
Grade 6	128
<b>Total Enrollment</b>	<b>761</b>

### 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.0
Male	53.0
American Indian or Alaska Native	0.3
Asian	14.7
Black or African American	3.2
Filipino	1.2
Hispanic or Latino	59.8
Native Hawaiian or Pacific Islander	1.1
Two or More Races	3.4
White	14.8
English Learners	28.0
Foster Youth	0.1
Homeless	0.5
Migrant	3.2
Socioeconomically Disadvantaged	74.8
Students with Disabilities	13.8

## 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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.50	91.30	422.70	87.04	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	1.50	4.35	16.70	3.44	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.30	1.72	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.70	1.80	12115.80	4.41
<b>Unknown</b>	1.50	4.35	29.10	5.99	18854.30	6.86
<b>Total Teaching Positions</b>	<b>34.50</b>	<b>100.00</b>	<b>485.60</b>	<b>100.00</b>	<b>274759.10</b>	<b>100.00</b>

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
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.70	90.54	431.60	88.36	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	1.20	3.53	15.60	3.21	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1.00	2.95	14.80	3.05	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.20	1.68	11953.10	4.28
<b>Unknown</b>	1.00	2.95	18.00	3.70	15831.90	5.67
<b>Total Teaching Positions</b>	<b>33.90</b>	<b>100.00</b>	<b>488.50</b>	<b>100.00</b>	<b>279044.80</b>	<b>100.00</b>

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
<b>Permits and Waivers</b>	0.00	1.00
<b>Misassignments</b>	0.00	0.00
<b>Vacant Positions</b>	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	0.00	1.00

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.

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

Indicator	2020-21	2021-22
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0.00
<b>Local Assignment Options</b>	0.00	0.00
<b>Total Out-of-Field Teachers</b>	0.00	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
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0.00
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.00	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.

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
<b>Reading/Language Arts</b>	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
<b>Mathematics</b>	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
<b>Science</b>	Pearson Scott Foresman Adopted 2008	No	0.0%
<b>History-Social Science</b>	Prentice Hall Adopted 2006  Scott Foresman Adopted 2006	No	0.0%
<b>Health</b>	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

**School Facility Conditions and Planned Improvements**

Tafoya Elementary School, originally constructed in 1999, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 34 classrooms, one library, one computer lab, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of November 23, 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

11/22/2022 - 11/23/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Ramon F1: 4: (D) Ceiling tiles have holes or stains. Work order 52137 Ramon J-5: 4: (D) Ceiling tiles have holes or stains. Work order 52140 Ramon N-1:

**School Facility Conditions and Planned Improvements**

			<p>4: (D) Ceiling tiles have holes or stains. Work order 52178 Tafoya E-1: 4: (D) Ceiling tiles have holes or stains. Work order 52199 Tafoya E-6: 4: (D) Ceiling tiles have holes or stains. Work order 52203 Tafoya J-2: 4: (D) Ceiling tiles have holes or stains. Work order 52205 Tafoya K-2: 4: (D) Ceiling tiles have holes or stains. Work order 52206 Tafoya K-3: 4: (D) Ceiling tiles is cracked in half. Work order 52207 Tafoya K-5: 4: (D) Ceiling tiles have holes or stains. Work order 52209 Tafoya Office: 4: (D) Ceiling tiles have holes or stains in the back offices. Work order 52213 Tafoya Room N-3: 4: (D) Ceiling tiles have holes or stains. Work order 52216</p>
<p><b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation</p>	X		<p>Ramon F K Wing Boys Restroom: 5: (D) Area appears to be unclean with more than minimal dirt, dust, or buildup, restroom should be treated with an enzyme, urine smell is very bad. 8: Faucets need to be tightened. Work order 52134</p>
<p><b>Electrical</b></p>	X		<p>Tafoya E5: 7: (D) Lighting appears to be inadequate and is not working properly, including exterior lights, light bulbs need to be replaced. Work order 52201</p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	X		<p>Ramon F K Wing Girls Restroom: 8: (D) A leak is evident, tailpiece is leaking in the second stall. Work order 52136 Ramon North Boys Restroom: 8: Faucet needs an aerator. (D) A leak is evident, the vacuum breaker needs to be replaced in the last stall. Work order 52181 Ramon North Girls Restroom: 8: (D) Restrooms are NOT fully operational, faucet needs to be reattached. Work order 52184 Tafoya D1: 9: (D) Water pressure is inadequate, the drinking fountain pressure needs to be lowered. Work order 52197 Tafoya Girls MP Restroom:</p>

## School Facility Conditions and Planned Improvements

			8: (D) Restrooms are NOT fully operational, faucet is loose. Work order 52204
<b>Safety:</b> Fire Safety, Hazardous Materials	X		Ramon J1: 11: (D) Paint is peeling, chipping, or cracking on the door. Work order 52138 Ramon Multipurpose Room: 11: (D) Paint is peeling, chipping, or cracking on mullions. Work order 52142
<b>Structural:</b> Structural Damage, Roofs	X		Tafoya P-1: 12: Window frames have dry rot. Work order 52214
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X		

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



### 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	30	N/A	37	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	22	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
<b>All Students</b>	450	439	97.56	2.44	29.61
<b>Female</b>	212	207	97.64	2.36	35.27
<b>Male</b>	238	232	97.48	2.52	24.57
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	64	64	100.00	0.00	46.88
<b>Black or African American</b>	20	17	85.00	15.00	11.76
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	268	262	97.76	2.24	23.28

<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	12.50
<b>White</b>	67	66	98.51	1.49	42.42
<b>English Learners</b>	84	83	98.81	1.19	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	42	42	100.00	0.00	26.19
<b>Socioeconomically Disadvantaged</b>	318	308	96.86	3.14	25.97
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	18.18
<b>Students with Disabilities</b>	60	56	93.33	6.67	12.50

## 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.

<b>CAASPP Student Groups</b>	<b>CAASPP Total Enrollment</b>	<b>CAASPP Number Tested</b>	<b>CAASPP Percent Tested</b>	<b>CAASPP Percent Not Tested</b>	<b>CAASPP Percent Met or Exceeded</b>
<b>All Students</b>	450	443	98.44	1.56	21.67
<b>Female</b>	212	208	98.11	1.89	20.67
<b>Male</b>	238	235	98.74	1.26	22.55
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	64	64	100.00	0.00	39.06
<b>Black or African American</b>	20	17	85.00	15.00	11.76
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	268	264	98.51	1.49	14.77
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	16	16	100.00	0.00	6.25
<b>White</b>	67	67	100.00	0.00	31.34
<b>English Learners</b>	84	83	98.81	1.19	0.00
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	42	42	100.00	0.00	16.67

<b>Socioeconomically Disadvantaged</b>	318	312	98.11	1.89	18.59
<b>Students Receiving Migrant Education Services</b>	11	11	100.00	0.00	0.00
<b>Students with Disabilities</b>	60	57	95.00	5.00	8.77

## 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
<b>Science</b> (grades 5, 8 and high school)	NT	17.86	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
<b>All Students</b>	115	112	97.39	2.61	17.86
<b>Female</b>	55	53	96.36	3.64	15.09
<b>Male</b>	60	59	98.33	1.67	20.34
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	13	13	100	0	15.38
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	60	58	96.67	3.33	8.62
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	27	27	100	0	37.04
<b>English Learners</b>	11	11	100	0	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	78	75	96.15	3.85	10.67
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	12	11	91.67	8.33	0

## 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	89.5%	92.1%	93.9%	93.00%	93.00%

## 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

At Tafoya, we know that quality education requires a team approach. We invite parents to be an active part of their child's academic, behavioral, and social/emotional growth. Parents and teachers communicate on an ongoing 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 are proud to offer many opportunities for parents to volunteer their time. These opportunities include classroom and project volunteers, at-home preparation, sixth-grade promotion, field trip chaperones, fundraising, Hawk assemblies, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), School Site Council (SSC) membership, and recently added Town Hall Meetings with much success. Tafoya Elementary School also has partnerships with Woodland Community College, UC Davis tutors, and local businesses. Our Tafoya Parent Involvement team partners with PTA to provide a variety of ways for families to be involved in their child's education including Family Nights, movie nights, and parent workshops. Parents are surveyed regarding needs, what they see as strengths, and areas of growth. A CAFE specialist provides resources and information to parents and is actively involved in promoting communication between school and home.

Youth engagement and voice are valued and encouraged at Tafoya. Student surveys are completed at least 2 times per year using the PBIS (Positive Behavior Intervention and Support) survey, along with additional questions regarding their feelings around safety, bullying, and inclusion during recess and lunchtimes. The survey also includes open-ended responses. It is given to third thru sixth-grade students and is student-friendly, using words along with emojis for each question. Students have a week to complete the survey and results are discussed with our PBIS team, SSC, ELAC, PTA, and our safety team, as well as our student advisory council. Parents will also have the opportunity to view the data during our Town Hall Meetings. Parent surveys are also given 2x per year, once before the winter break, and once at the end of the year. Between both the student surveys and parent surveys, our school teams (PBIS, SSC, ELAC, student advisory and safety) will help make decisions that benefit the students academically and socially, and emotionally. This year, from our student and parent feedback we are providing more supervision for safety concerns during the school day, in the classrooms for support with behavior, AND an alternative recess room to support students where outside, open-ended play causes more stress for them.

##### Contact Information

Parents who wish to participate in Ramon S. Tafoya Elementary School's leadership teams, and school committees, or become a volunteer may contact the school office at (530) 666-4324, communicate with their child's classroom teacher, or visit our

## 2022-23 Opportunities for Parental Involvement

website at [www.tafoya.wjUSD.org](http://www.tafoya.wjUSD.org). In addition, they may contact the PTA president via the PTA website. The school district website, ([www.wjUSD.org](http://www.wjUSD.org)), provides a variety of resources for parents, students, and community members. Parents may also link to our school website from the district website. Parents are also encouraged to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE).

## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	834	797	339	42.5
Female	391	375	158	42.1
Male	443	422	181	42.9
American Indian or Alaska Native	3	3	1	33.3
Asian	125	121	29	24.0
Black or African American	28	26	10	38.5
Filipino	9	9	4	44.4
Hispanic or Latino	490	470	234	49.8
Native Hawaiian or Pacific Islander	10	10	5	50.0
Two or More Races	28	26	7	26.9
White	123	117	40	34.2
English Learners	234	224	115	51.3
Foster Youth	4	3	2	66.7
Homeless	11	11	10	90.9
Socioeconomically Disadvantaged	627	600	287	47.8
Students Receiving Migrant Education Services	25	23	10	43.5
Students with Disabilities	132	131	70	53.4

## 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	2.01	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	0.37	5.52	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	5.52	0.00
Female	2.81	0.00
Male	7.90	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.60	0.00
Black or African American	7.14	0.00
Filipino	0.00	0.00
Hispanic or Latino	5.71	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	14.29	0.00
White	4.88	0.00
English Learners	3.85	0.00
Foster Youth	0.00	0.00
Homeless	9.09	0.00
Socioeconomically Disadvantaged	6.22	0.00
Students Receiving Migrant Education Services	4.00	0.00
Students with Disabilities	9.09	0.00

## 2022-23 School Safety Plan

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

Ramon S. Tafoya Elementary School's Site Safety Plan is reviewed and discussed each year by the School Site Council, which consists of administrators, teachers, classified staff, and parents, and is approved the following fall. Safety in general and

## 2022-23 School Safety Plan

procedures specifically are discussed at every staff meeting. Our safety plan was approved most recently in September 2022. Key elements of the Safety Plan include student safety, 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 disaster drills, which are held three times a year. Additionally, our site will participate in active shooter training (ALICE) this year. In the event of an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crisis situations, and emergency supplies are available.

## 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		4	
2	27		3	
3	27		4	
4	44		4	1
5	30		5	
6	29		5	

## 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	4	4	
1	19	4	4	
2	16	4	4	
3	16	4	3	
4	17	4	7	
5	19	6	7	
6	21	5	10	
Other	21	2	4	



## 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	26		4	
1	24		4	
2	26		4	
3	26		4	
4	29		3	
5	21	1	4	
6	21	2	4	
Other	8	4		

## 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	3805

## 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)	0.2
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	\$6,212	\$1,051	\$5,161	\$80,383
District	N/A	N/A	\$5,707	\$73,100
Percent Difference - School Site and District	N/A	N/A	-10.0	9.5
State	N/A	N/A	\$6,594	\$83,102
Percent Difference - School Site and State	N/A	N/A	-24.4	-3.3

## 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
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	0	0	0