Woodland Prairie Elementary

1444 Stetson St. • Woodland, CA 95776 • (530) 662-2898 • Grades K-6
Scott Clary, Principal
scott.clary@wjusd.org
www.prairie.wjusd.org

2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Woodland Joint Unified School District
435 Sixth Street
Woodland, CA 95695-4109
(530) 662-0201
www.wjusd.org

District Governing Board

Morgan Childers, President

Jake Whitaker, Vice President

Teresa Guerrero, Clerk

Deborah Bautista Zavala

Debbie Decker

Karen Rosenkilde-Bayne

Rogelio Villagrana

District Administration

Thomas Pritchard
Superintendent

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

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

Leanee Medina Estrada
**Assistant Superintendent
Human Resource Services**

Principal's Message

Welcome to Woodland Prairie, home of the pumas! Woodland Prairie has a 31-year history of serving children and families in Woodland. We believe in a strong partnership between the home and the school, and we look forward to building those connections with our students and all the adults who help to make them successful. Our youngest pumas can start at 3 years old, and we have 3 distinct preschool programs to serve them, which allows us to find the best match between program and family need. Beginning in Kindergarten, we offer a strong academic program with two distinct strands that run 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. 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. Additionally, Prairie offers an after-school program for students who meet the criteria, and that program runs for at least 3 hours after classes every day Prairie is in session. We are proud to serve our families, and we deeply appreciate the support they show us every day. We look forward to an excellent year this year!

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:

- 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

Woodland Prairie Elementary School operates on a traditional schedule, and during the 2018-19 school year, 760 students were enrolled in grades Transitional Kindergarten through six. WJUSD served approximately 9,782 students in the 2018-2019 school year.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	143
Grade 1	109
Grade 2	118
Grade 3	101
Grade 4	111
Grade 5	88
Grade 6	90
Total Enrollment	760

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	7.9
Filipino	0.4
Hispanic or Latino	81.4
Native Hawaiian or Pacific Islander	0.1
White	7.2
Two or More Races	0.3
Socioeconomically Disadvantaged	75.9
English Learners	58.4
Students with Disabilities	8.7
Foster Youth	0.9
Homeless	4.1

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Woodland Prairie	17-18	18-19	19-20
With Full Credential	31	31	28
Without Full Credential	1	1	1
Teaching Outside Subject Area of Competence	1	0	0

Teacher Credentials for Woodland Joint	17-18	18-19	19-20
With Full Credential	♦	♦	413
Without Full Credential	♦	♦	9
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Woodland Prairie Elementary

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Woodland Joint Unified School District held a Public Hearing on September 26, 2019 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in September 2019, regarding textbooks in use during the 2019-2020 school year.

Textbooks and Instructional Materials
Year and month in which data were collected: September 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0.0%
Science	Pearson Scott Foresman Adopted 2008 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006 **The textbooks listed are from most recent adoption:** No **Percent of students lacking their own assigned textbook:** 0.0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 September 20, 2019.

Cleaning Process
The Principal works daily with the custodial staff to ensure regular and continual maintenance of the school's physical environment.

Maintenance and Repair
District maintenance staff ensure that the repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and highest priority to emergency repairs. At time of publication 100% of restrooms on campus were in working order.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 9/20/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Prairie B2: 4: (D) Ceilings have damage from cracks, tears, holes, or water damage Work Order 38643
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	Prairie A3: 5: (D) Cluttered classroom or storerooms. Classroom is extremely untidy, not conducive to learning

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		7: (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave and fridge plugged into surge protector. 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled bottle. (D) Aerosols found (no aerosols are allowed) Work Order 38642
Electrical: Electrical	Poor	Prairie A3: 5: (D) Cluttered classroom or storerooms. Classroom is extremely untidy, not conducive to learning 7: (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave and fridge plugged into surge protector. 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled bottle. (D) Aerosols found (no aerosols are allowed) Prairie B4: 7: (D) Improper usage of extension cords or extension cord trip hazard, fridge is plugged into surge protectot. Prairie B6: 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Prairie C4: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled. Prairie D2: 7: (D) Improper usage of surge protectors or daisy chain of surge protectors Prairie G2: 7: (D) Lighting fixture or bulbs are not working or missing (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave is plugged in surge protector. 11: (D) Materials labeled "keep out of reach of children" are within reach of children (D) Aerosols found (no aerosols are allowed) 12: (D) Damage to stairway or ramp, ramp is starting to degrade. Prairie Room K1: 7: (D) Improper usage of extension cords or extension cord trip hazard in office space, and fridge/printer plugged into surge protector. 11: (D) Paint in peeling, chipping or cracking in restrooms. Work Orders 38642, 38644. 38645, 38646, 38647, 38649, and 38652

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Prairie E2: 9: (D) Water pressure too high or low on drinking fountain. Work Order 38648
Safety: Fire Safety, Hazardous Materials	Fair	Prairie A3: 5: (D) Cluttered classroom or storerooms. Classroom is extremely untidy, not conducive to learning 7: (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave and fridge plugged into surge protector. 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled bottle. (D) Aerosols found (no aerosols are allowed) Prairie C4: 7: (D) Lighting fixture or bulbs are not working or missing 11: (D) Materials labeled "keep out of reach of children" are within reach of children, unlabeled. Prairie G2: 7: (D) Lighting fixture or bulbs are not working or missing (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave is plugged in surge protector. 11: (D) Materials labeled "keep out of reach of children" are within reach of children (D) Aerosols found (no aerosols are allowed) 12: (D) Damage to stairway or ramp, ramp is starting to degrade. Prairie Library: 10: (D) Fire extinguisher is blocked by table. Prairie Playground: 11: (D) Paint in peeling, chipping or cracking 14: (D) Significant cracks, trip hazards, holes or deterioration, hole in beam on structure. Prairie Room K1: 7: (D) Improper usage of extension cords or extension cord trip hazard in office space, and fridge/printer plugged into surge protector. 11: (D) Paint in peeling, chipping or cracking in restrooms. Ptairie G6: 11: (D) Paint in peeling, chipping or cracking on ramp. (D) Aerosols found (no aerosols are allowed) Work Orders 38642, 38646, 38649, 38650, 38651, 38652, and 38653

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Structural: Structural Damage, Roofs	Good	Prairie G2: 7: (D) Lighting fixture or bulbs are not working or missing (D) Improper usage of surge protectors or daisy chain of surge protectors, microwave is plugged in surge protector. 11: (D) Materials labeled "keep out of reach of children" are within reach of children (D) Aerosols found (no aerosols are allowed) 12: (D) Damage to stairway or ramp, ramp is starting to degrade. Work Order 38653
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	Prairie Playground: 11: (D) Paint in peeling, chipping or cracking 14: (D) Significant cracks, trip hazards, holes or deterioration, hole in beam on structure. Work Order 38651
Overall Rating	**Fair**	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and

- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	38	44	40	43	50	50
Math	29	26	29	28	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	17.8	13.3	31.1

Note: 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.

School Year 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	393	386	98.22	44.04
Male	210	205	97.62	42.44
Female	183	181	98.91	45.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	33	89.19	51.52
Filipino	--	--	--	--
Hispanic or Latino	321	319	99.38	42.95
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	22	95.65	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	328	323	98.48	41.80
English Learners	293	288	98.29	40.97
Students with Disabilities	40	40	100.00	5.00
Students Receiving Migrant Education Services	28	28	100.00	39.29
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	393	388	98.73	25.77
Male	210	207	98.57	28.50
Female	183	181	98.91	22.65
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	37	36	97.30	38.89
Filipino	--	--	--	--
Hispanic or Latino	321	319	99.38	23.51
Native Hawaiian or Pacific Islander	--	--	--	--
White	23	21	91.30	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	328	324	98.78	22.84
English Learners	293	291	99.32	24.74
Students with Disabilities	40	38	95.00	5.26
Students Receiving Migrant Education Services	28	28	100.00	21.43
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):
• Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2019-20)
Here at Woodland Prairie we believe our school works better because of the partnerships we form with families and the surrounding community. We know that parent involvement comes as early as the conversations parents have with their children about education before they even start in one of our preschools. We also know that parent involvement comes in many different forms and changes as students grow and develop across their school careers.

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 such as the Parent Teacher Association (PTA) or the English Learner Advisory Council (ELAC). Both groups offer opportunities for volunteering as well as opportunities to take classes or training. Families can also join us for any of our informal events, such as Family Information and Entertainment Nights on the last Tuesday evening of the month, or our Spirit Day Assemblies on the last Friday of the month. 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, registering for the AERIES parent portal and making sure we have your correct contact information so that you receive our weekly phone calls.

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 and are able to attend Community and Family Engagement (CAFE).

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

• Pupil suspension rates;
• Pupil expulsion rates; and
• Other local measures on the sense of safety.

School Safety Plan

Safety of students is a priority of the school staff. Students are supervised throughout the day by teachers and noon duty supervisors. There is a designated area for student drop-off and pick-up at the school. A courtesy crew, students from the intermediate grades, assists younger students exiting their cars during the morning drop-off. Visitors to the school must check in at the office and wear a visitor's badge while on campus. We are continuing our efforts to improve the safety of the physical campus. This year we received a gate which allows us to close off access to the park that is adjacent to the school. We are also looking into the possibility of adding a fence around the entire campus to reduce traffic on the school campus after hours.

Woodland Prairie Elementary School's Site Safety Plan is revised each fall by the School Site Council, which consists of administrators, teachers, counselors, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness.

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. The site safety plan was last reviewed in November 2018.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	5.5	2.8	4.3
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	6.3	6.0	5.7
Expulsions Rate	0.1	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	.0

*   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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	.625
Psychologist	1.0
Social Worker	0
Nurse	.2
Speech/Language/Hearing Specialist	2.0
Resource Specialist (non-teaching)	0
Other	4.0

*   One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	24		6		23		6		24	1	5	
1	20	2	3		24		5		22		5	
2	24		5		20	3	2		24		5	
3	29		3		29		4		25		4	
4	32		3		31		3		28		4	
5	32		2	1	32		3		29		3	
6	30		3		33		1	2	30		3	
Other**												

*Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement			

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:

· Balanced Literacy and Guided Reading through Accelerated Literacy Learning, TK-6
· UC Davis Math Project: Focus on Conceptual Understanding, TK-12
· Ethnic Studies with the Acosta Group, Preschool-12
· UC Davis History Project: Understanding the History/Social Science Framework, TK-12
· Restorative Practices, TK-12
· Innovator Cohort: Google certification classes for teachers
· Universal Design for Learning (7-12)
· English Learner Shadowing (7-12)

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,236	$49,084
Mid-Range Teacher Salary	$64,833	$76,091
Highest Teacher Salary	$91,792	$95,728
Average Principal Salary (ES)	$107,223	$118,990
Average Principal Salary (MS)	$112,421	$125,674
Average Principal Salary (HS)	$124,016	$137,589
Superintendent Salary	$224,180	$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	35%
Administrative Salaries	5%	6%

*   For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	$6,353	$1,322	$5,031	$66,777
District	N/A	N/A	$7,609	$69,150.00
State	N/A	N/A	$7,506.64	$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-40.8	1.4
School Site/ State	-32.4	-10.8

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

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

Types of Services Funded

Woodland Joint Unified School District spent an average of $9,537 to educate each student (based on 2017-18 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2018-2019 school year, the District received State and federal funding for the following categorical, special education, and support programs: ASES, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.