

Ramon S. Tafoya Elementary
2022-2023 School Accountability Report Card
(Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 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.

2023-24 School Contact Information

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

2023-24 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	www.wjusd.org

2023-24 School Description and Mission Statement

Principal's Message

At Ramon S. Tafoya Elementary School there is a strong commitment to family, and ensuring that everyone that walks through our doors feels like they are a member of our Tafoya Family. Our Motto is, "Once a Hawk, Always a Hawk". 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 have 4 District LCAP goals that align with our school site plan (SPSA) and drive the work we do here at Tafoya. Decisions for instruction are based on data we receive from iReady, and Interim SBACs, and we are working towards also using common formative assessments. We have a dedicated staff that consists of a plethora of talents and skills to best serve our students who are constantly students themselves learning, growing, and refining their practices. Teachers attend multiple professional developments throughout the year including, but not limited to: Professional Learning Communities (PLCs), English Learner Training, and also work with the UC Davis Math Project.

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.

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 9,288 students in the 2022-23 school year, 770 students were enrolled at Tafoya Elementary in grades kindergarten through six.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	119
Grade 1	111
Grade 2	113
Grade 3	114
Grade 4	118
Grade 5	94
Grade 6	115
Total Enrollment	784

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.3%
Male	51.7%
American Indian or Alaska Native	0.4%
Asian	17.2%
Black or African American	2.4%
Filipino	0.6%
Hispanic or Latino	56.4%
Native Hawaiian or Pacific Islander	1.5%
Two or More Races	4.2%
White	14.8%
English Learners	28.8%
Foster Youth	0.6%
Homeless	0.5%
Migrant	2.8%
Socioeconomically Disadvantaged	77.2%
Students with Disabilities	12.8%

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)	31.50	91.30	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	1.50	4.35	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)	0.00	0.00	8.70	1.80	12115.80	4.41
Unknown	1.50	4.35	29.10	5.99	18854.30	6.86
Total Teaching Positions	34.50	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)	30.70	90.54	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	1.20	3.53	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	2.95	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	1.00	2.95	18.00	3.70	15831.90	5.67
Total Teaching Positions	33.90	100.00	488.50	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	1.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	1.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0.00	0.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 14, 2023 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 2023, regarding textbooks in use during the 2023-2024 school year.

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent	Percent Students Lacking Own

		Adoption ?	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	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	Yes	0.0%
Health	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 December 6, 2023.

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

12/06/2023 - 12/06/2023

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		Ramon J4: Missing floor tiles, some flooring tiles are damaged. #1498 Ramon K1: Ceiling tiles have holes or stains, 2 tiles. #1499 Tafoya D1 Evidence of water damage (condensation, dampness, staining, warping, peeling, mineral deposits etc), flooring and wall base in restroom needs replacement. #1503 Tafoya D2: Evidence of water damage (condensation, dampness, staining, warping, peeling, mineral

School Facility Conditions and Planned Improvements

				<p>deposits etc), incorrect wall base causing water damage on floor in the restroom. #1504</p> <p>Tafoya N2: Ceiling tiles have holes or stains, one stained ceiling tile in back of room. #1511</p> <p>Tafoya Office: Ceiling tiles have holes or stains in the copy room. #1512</p> <p>Tafoya Room N-3: Ceiling tiles have holes or stains, one tile damaged in the back of the classroom #1513</p>
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical		X		<p>J1: Lighting does not appear to be adequate, few lights out. #1497</p> <p>Tafoya C-1: Lighting does not appear to be adequate, a few lights out in the room. Improper usage of surge protectors or daisy chain of surge protectors, teachers' workstation has daisy chained surge protectors. #1502</p> <p>Tafoya E-6: Lighting does not appear to be adequate, few missing lights. #1506</p> <p>Tafoya F-5: Lighting does not appear to be adequate, few lights that are out. #1507</p> <p>Tafoya K6: Lighting is flickering. #1509</p> <p>Tafoya M3: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, ivory duplex receptacle plate is missing in the back of the classroom. #1510</p>
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			<p>Ramon F K wing Boys Restroom: The second faucet needs to be tightened. A Leak is evident ADA stall vacuum breaker. #1495</p> <p>Ramon F K Wing Girls Restroom: Toilet 3 needs vacuum breaker tighten. #1496</p> <p>Ramon North Girls Restroom: The first faucet on the right needs to be tightened. A Leak is evident, the vacuum breaker in the ADA stall leaking. The second stall leaked a vacuum breaker. #1501</p> <p>Tafoya Girls MP Restroom: The first faucet is loose. #1508</p> <p>Tafoya Office: A Leak is evident, the vacuum breaker on first stall on left is leaking in women's restroom. #1512</p>
Safety: Fire Safety, Hazardous Materials	X			<p>Ramon Multipurpose Room: Paint is peeling, chipping, or cracking Door mullions need paint #1500</p>
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

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.

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.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	30	36	37	38	47	46
Mathematics (grades 3-8 and 11)	22	21	24	25	33	34

2022-23 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	447	444	99.33	0.67	36.04
Female	213	211	99.06	0.94	42.65
Male	234	233	99.57	0.43	30.04
American Indian or Alaska Native	--	--	--	--	--
Asian	69	69	100.00	0.00	49.28
Black or African American	12	12	100.00	0.00	41.67
Filipino	--	--	--	--	--
Hispanic or Latino	260	258	99.23	0.77	28.68
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	16.67
White	75	74	98.67	1.33	51.35
English Learners	94	93	98.94	1.06	4.30
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	55	55	100.00	0.00	30.91
Socioeconomically Disadvantaged	335	333	99.40	0.60	29.73
Students Receiving Migrant Education Services	13	13	100.00	0.00	38.46
Students with Disabilities	60	59	98.33	1.67	10.17

2022-23 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	446	441	98.88	1.12	21.32
Female	213	210	98.59	1.41	20.00
Male	233	231	99.14	0.86	22.51
American Indian or Alaska Native	--	--	--	--	--
Asian	69	69	100.00	0.00	36.23
Black or African American	12	12	100.00	0.00	16.67
Filipino	--	--	--	--	--
Hispanic or Latino	259	255	98.46	1.54	12.94
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	18	18	100.00	0.00	11.11
White	75	74	98.67	1.33	37.84
English Learners	94	92	97.87	2.13	2.17
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	55	55	100.00	0.00	14.55
Socioeconomically Disadvantaged	334	330	98.80	1.20	16.97
Students Receiving Migrant Education Services	13	13	100.00	0.00	30.77
Students with Disabilities	60	58	96.67	3.33	8.62

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.

Science test results include the CAST 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 CAST 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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	17.86	15.96	19.88	19.95	29.47	30.29

2022-23 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	96	94	97.92	2.08	15.96
Female	48	47	97.92	2.08	14.89
Male	48	47	97.92	2.08	17.02
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	16.67
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	63	61	96.83	3.17	16.39
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	14.29
English Learners	16	15	93.75	6.25	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	17	17	100.00	0.00	11.76
Socioeconomically Disadvantaged	71	70	98.59	1.41	15.71
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	12	92.31	7.69	8.33

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.

2022-23 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. The administration of the PFT during 2021-22 and 2022-23 school years, 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	94.70%	94.70%	95.70%	96.80%	96.80%

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.

2023-24 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

2023-24 Opportunities for Parental Involvement

a volunteer may contact the school office at (530) 666-4324, communicate with their child's classroom teacher, or visit our website at www.tafoya.wjUSD.org. In addition, they may contact the PTA president via the PTA website. The school district website, (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).

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	828	814	267	32.8
Female	402	394	125	31.7
Male	426	420	142	33.8
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	3	3	0	0.0
Asian	139	139	33	23.7
Black or African American	21	20	8	40.0
Filipino	5	5	2	40.0
Hispanic or Latino	460	453	168	37.1
Native Hawaiian or Pacific Islander	12	12	6	50.0
Two or More Races	40	37	8	21.6
White	127	124	37	29.8
English Learners	235	232	83	35.8
Foster Youth	5	5	1	20.0
Homeless	11	7	5	71.4
Socioeconomically Disadvantaged	634	626	230	36.7
Students Receiving Migrant Education Services	23	23	5	21.7
Students with Disabilities	125	121	49	40.5

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.37	5.52	3.99	0.21	5.89	6.50	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.02	0.03	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	3.99	0
Female	1	0
Male	6.81	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	2.88	0
Black or African American	4.76	0
Filipino	0	0
Hispanic or Latino	4.35	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	5	0
White	3.94	0
English Learners	3.4	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	4.73	0
Students Receiving Migrant Education Services	4.35	0
Students with Disabilities	11.2	0

2023-24 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 pickup 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 procedures specifically are discussed at every staff meeting. Our safety plan was approved most recently in September 2023. Key elements of the Safety Plan include student safety, Positive Behavior Intervention and 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

2023-24 School Safety Plan

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.

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		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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
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2022-23 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	784

2022-23 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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0.5
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	\$6,938	\$1,537	\$5,401	\$80,200
District	N/A	N/A	\$6,454	\$74,070
Percent Difference - School Site and District	N/A	N/A	-17.8	9.3
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-24.4	-3.6

Fiscal Year 2022-23 Types of Services Funded

Woodland Joint Unified School District spent an average of \$6,545 to educate each student (based on 2021-22 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2021-2022 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Grant, 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, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$48,218	\$54,190
Mid-Range Teacher Salary	\$68,659	\$85,111
Highest Teacher Salary	\$98,329	\$104,999
Average Principal Salary (Elementary)	\$111,843	\$132,492
Average Principal Salary (Middle)	\$117,266	\$140,987
Average Principal Salary (High)	\$129,360	\$153,884
Superintendent Salary	\$260,000	\$255,503
Percent of Budget for Teacher Salaries	32.28%	32.09%
Percent of Budget for Administrative Salaries	4.96%	5.25%

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
- Differentiation

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	0	0	0