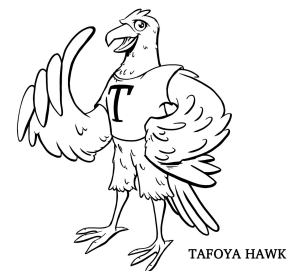


Ramon S. Tafoya Elementary

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



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

Internet Access

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

2021-22 School Contact Information

School Name	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

2021-22 District Contact Information

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

2021-22 School Overview

Tafoya is a PBIS (Positive Behavior Intervention and Support) School and we are committed to providing a safe, supportive, inclusive, and academic 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.

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 9,658 students in the 2020-21 school year, 762 students were enrolled at Tafoya Elementary in grades kindergarten through six.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	99
Grade 1	110
Grade 2	99
Grade 3	82
Grade 4	101
Grade 5	123
Grade 6	148
Total Enrollment	762

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48
Male	52
American Indian or Alaska Native	0.3
Asian	14
Black or African American	3.5
Filipino	1.8
Hispanic or Latino	60.2
Native Hawaiian or Pacific Islander	0.8
Two or More Races	3
White	14.7
English Learners	25.9
Foster Youth	0.3
Homeless	0.4
Socioeconomically Disadvantaged	57.2
Students with Disabilities	13.4

A. Conditions of Learning

State Priority: Basic

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

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

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

2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

2019-20 Class Assignments

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

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

Woodland Joint Unified School District held a Public Hearing on September 9, 2021 and determined that each school has sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams versus the State of California. All students, including English Learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. The chart below displays data collected in August 2021, regarding textbooks in use during the 2021-2022 school year.

Year and month in which the data were collected	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
Science	Pearson Scott Foresman Adopted 2008	No	0.0%
History-Social Science	Prentice Hall Adopted 2006 Scott Foresman Adopted 2006	No	0.0%
Foreign Language			
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

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 October 19, 2021.

Cleaning Process

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

Maintenance and Repair

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

Year and month of the most recent FIT report

10/19/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Room M2: 2: (D) Vents or surrounding areas are dirty. Site Custodial Staff
Interior: Interior Surfaces	X			Tafoya Multipurpose Room: 4: (D) Walls have damage from cracks, tears, holes or water damage, screws have popped out, noticeable on the red stripe. 15: (D) Door jambs have excessive scratches and wear marks on the mullions. Work Order 46907
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		Room E1: 5: (D) Areas evaluated have accumulated refuse, tables need to be wiped down. Site Custodial Staff Ramon North Girls Restroom: 5: (D) Horizontal surfaces are excessively dusty/dirty, toilet paper wads are stuck on the ceiling. 8: (D) Toilet/urinal/sink is damaged, broken, or clogged, the vacuum breaker in the last stall needs to be replaced Work Order 47185 Room E3: 5: (D) Flooring is excessively dirty/stained, floors need to be mopped. Site Custodial Staff
Electrical	X			
Restrooms/Fountains:			X	Tafoya North Girls Restroom:

School Facility Conditions and Planned Improvements

Restrooms, Sinks/ Fountains				<p>5: (D) Horizontal surfaces are excessively dusty/dirty, toilet paper wads are stuck on the ceiling.</p> <p>8: (D) Toilet/urinal/sink is damaged, broken, or clogged, the vacuum breaker in the last stall needs to be replaced Work Order 47185</p> <p>Room K-3:</p> <p>9: (D) Water leak- Inform site guide during the inspection, observed a leak in the drain. The basin drain all the way to the wall should be replaced. Work Order 46908</p> <p>Room N2:</p> <p>9: Drinking fountain cover can be removed. Site Custodial Staff</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			<p>Tafoya Multipurpose Room:</p> <p>4: (D) Walls have damage from cracks, tears, holes or water damage, screws have popped out, noticeable on the red stripe.</p> <p>15: (D) Door jambs have excessive scratches and wear marks on the mullions. Work Order 46907</p>

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

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

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

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

SARC Reporting in the 2020-2021 School Year Only

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

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

Options

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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

2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	464	NT	NT	NT	NT
Female	230	NT	NT	NT	NT
Male	234	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	281	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	79	NT	NT	NT	NT
English Learners	72	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	27	NT	NT	NT	NT
Socioeconomically Disadvantaged	254	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	53	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	464	NT	NT	NT	NT
Female	230	NT	NT	NT	NT
Male	234	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	61	NT	NT	NT	NT
Black or African American	14	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	281	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	18	NT	NT	NT	NT
White	79	NT	NT	NT	NT
English Learners	72	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	27	NT	NT	NT	NT
Socioeconomically Disadvantaged	254	NT	NT	NT	NT
Students Receiving Migrant Education Services	12	NT	NT	NT	NT
Students with Disabilities	53	NT	NT	NT	NT

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

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

All Students	464	439	95	5	42
Female	230	217	94	6	49
Male	234	222	95	5	38
American Indian or Alaska Native	8	6	75	25	33
Asian	69	69	100	0	55
Black or African American	21	18	86	14	22
Filipino	14	14	100	0	71
Hispanic or Latino	281	269	96	4	38

Native Hawaiian or Pacific Islander	9	9	100	0	22
Two or More Races	0	0	0	0	0
White	251	234	93	7	43
English Learners	72	68	94	6	10
Foster Youth	2	2	100	0	0
Homeless	1	1	100	0	0
Military	27	23	85	15	30
Socioeconomically Disadvantaged	48	47	99	1	23
Students Receiving Migrant Education Services	12	12	17	100	0
Students with Disabilities	51	50	98	2	16

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

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

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

All Students	464	439	95	5	33
Female	230	218	95	5	30
Male	234	222	95	5	35
American Indian or Alaska Native	8	1	13	87	100
Asian	69	68	100	0	46
Black or African American	21	19	91	9	21
Filipino	14	0	0	100	0
Hispanic or Latino	281	269	96	4	25
Native Hawaiian or Pacific Islander			48		
Two or More Races	0	0	251	0	0
White	134	22		55	45
English Learners	72	70	98	2	6
Foster Youth	2	2	100	0	0
Homeless	1	1	100	0	0
Military	25	16		93	7
Socioeconomically Disadvantaged	48	13	51	100	0
Students Receiving Migrant Education Services	12	12	27	25	100
Students with Disabilities	51	11	0	100	0

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

CAASPP Test Results in Science for All Students

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

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

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

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

2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	126	NT	NT	NT	NT
Female	60	NT	NT	NT	NT
Male	66	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	24	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	76	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	14	NT	NT	NT	NT
English Learners	21	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	72	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	15	NT	NT	NT	NT

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2020-21 California Physical Fitness Test Results

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

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

C. Engagement

State Priority: Parental Involvement

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

2021-22 Opportunities for Parental Involvement

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 on-going basis via phone, email, text, Parent Square, and a variety of apps so parents can receive timely information about their child's progress. Formal conferences are held twice a year for teachers to review student assessment data and their progress toward meeting the standards. We 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, one before the winter break, and one 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.

Contact Information

Parents who wish to participate in Ramon S. Tafoya Elementary School's leadership teams, 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 website at www.tafoya.wjUSD.org. In addition, they may contact the PTA president via the PTA website. The school district

2021-22 Opportunities for Parental Involvement

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).

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	809	790	113	14.3
Female	396	384	53	13.8
Male	413	406	60	14.8
American Indian or Alaska Native	2	2	0	0.0
Asian	114	111	3	2.7
Black or African American	31	27	6	22.2
Filipino	14	14	0	0.0
Hispanic or Latino	483	477	83	17.4
Native Hawaiian or Pacific Islander	7	7	2	28.6
Two or More Races	25	25	3	12.0
White	123	117	12	10.3
English Learners	214	209	34	16.3
Foster Youth	6	6	1	16.7
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	488	482	91	18.9
Students Receiving Migrant Education Services	27	27	4	14.8
Students with Disabilities	118	116	32	27.6

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.82	0.37	5.67	0.21	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.01	4.16	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.37	0.00
Female	0.25	0.00
Male	0.48	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.62	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.47	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.61	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.85	0.00

2021-22 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 on 9.14.21. 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.

2018-19 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	4	
1	22		3	
2	25		4	
3	24		5	
4	28		5	
5	28		5	
6	28		4	

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	

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	3810

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6,119	\$878	\$5,241	\$71,140
District	N/A	N/A	\$6,557	\$71,603
Percent Difference - School Site and District	N/A	N/A	-22.3	-0.6
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-46.8	-13.0

Types of Services Funded

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

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

2019-20 Teacher and Administrative Salaries

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

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

Professional Development

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

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators. Examples of recent Woodland Joint Unified School District professional learning include:
 Universal Design for Learning, TK-12
 Ethnic Studies with the Acosta Group, Preschool-12
 English Learner Roadmap, TK-12
 Social Emotional Learning TK-12

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

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

Woodland Joint Unified School District 2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

2021-22 District Contact Information

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

2020-21 CAASPP Test Results in ELA by Student Group

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

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

2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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

