

# Zamora Elementary School

## 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

<b>School Name</b>	Zamora Elementary School
<b>Street</b>	1716 Cottonwood St.
<b>City, State, Zip</b>	Woodland, CA 95695-5137
<b>Phone Number</b>	(530) 666-3641
<b>Principal</b>	Amanda Walsh
<b>Email Address</b>	barbara.herms@wjusd.org
<b>School Website</b>	<a href="https://zamora.wjUSD.org/">https://zamora.wjUSD.org/</a>
<b>County-District-School (CDS) Code</b>	57727100000000

## 2023-24 District Contact Information

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

## 2023-24 School Description and Mission Statement

### Principal's Message

Student learning and positive social development are focuses at Zamora Elementary School. Our campus houses approximately 383 kindergarten through sixth-grade students, an RSP class, and four classes for severely disabled students. Staff and parents are united in the belief that our responsibility is to support the child's academic, social, and emotional development. We expect students to develop responsibility for their learning, with active guidance from parents. Cooperation between school and family has developed a strong sense of community. Teachers challenge their students to be problem solvers and thinkers by providing interesting, creative and challenging lessons that focus on common core standards and culturally relevant instructional practices. Having active parent participation throughout the grades helps to reinforce to the children that parents are our most important partners in education.

### Community and District Profile

Woodland is located in Yolo County and has a rich heritage of community spirit and neighborly charm. With a population of more than 60,000 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 approximately 9,288 students in the 2023-2024 school year.

Zamora Elementary School is committed to a school-wide focus on high academic achievement. The school operates on a traditional calendar, and during the 2023-2024 school year, approximately 383 students were enrolled at Zamora Elementary.

### Zamora Elementary School Pledge

As a Zamora Zoonie, I pledge to be safe, respectful, and responsible. I will put forth my best effort to be an active learner and achieve my personal best academically and socially.

## About this School

### 2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	61
Grade 1	60
Grade 2	55
Grade 3	49
Grade 4	53
Grade 5	46
Grade 6	60
<b>Total Enrollment</b>	<b>384</b>

### 2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.9%
Male	53.1%
Asian	2.3%
Black or African American	1.3%
Filipino	0.5%
Hispanic or Latino	53.4%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	4.4%
White	35.7%
English Learners	8.6%
Foster Youth	0.8%
Homeless	1.6%
Migrant	1.3%
Socioeconomically Disadvantaged	53.6%
Students with Disabilities	26.6%

## A. Conditions of Learning **State Priority: Basic**

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

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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	18.40	92.48	422.70	87.04	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	0.00	0.00	16.70	3.44	4205.90	1.53
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	8.30	1.72	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.00	0.00	8.70	1.80	12115.80	4.41
<b>Unknown</b>	1.50	7.52	29.10	5.99	18854.30	6.86
<b>Total Teaching Positions</b>	19.90	100.00	485.60	100.00	274759.10	100.00

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

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	15.50	83.41	431.60	88.36	234405.20	84.00
<b>Intern Credential Holders Properly Assigned</b>	0.10	0.54	15.60	3.21	4853.00	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.00	0.00	14.80	3.05	12001.50	4.30
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	1.00	5.35	8.20	1.68	11953.10	4.28
<b>Unknown</b>	2.00	10.70	18.00	3.70	15831.90	5.67
<b>Total Teaching Positions</b>	18.60	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	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
<b>Total Teachers Without Credentials and Misassignments</b>	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.

## 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	1.00
Local Assignment Options	0.00	0.00
<b>Total Out-of-Field Teachers</b>	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.

## Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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
<b>Reading/Language Arts</b>	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	Yes	0.0%
<b>Mathematics</b>	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	Yes	0.0%
<b>Science</b>	Pearson Scott Foresman Adopted 2008	No	0.0%
<b>History-Social Science</b>	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%
<b>Health</b>	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

## School Facility Conditions and Planned Improvements

Zamora Elementary School, originally constructed in 1975, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 22 classrooms, including portables, one library, one multipurpose room, one staff room, and three playgrounds. In 2008-09 a new portable classroom was added to the campus. Facility information is current as of November 20, 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 the time of publication, 100% of restrooms on campus were in working order.

### Year and month of the most recent FIT report

11/20/2023 - 11/20/2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			4: Room has too much clutter on counters and walls #1392
<b>Electrical</b>	X			9: Lighting fixtures can not be covered #1393
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			

## School Facility Conditions and Planned Improvements

<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	60	58	37	38	47	46
<b>Mathematics</b> (grades 3-8 and 11)	50	51	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
<b>All Students</b>	205	198	96.59	3.41	57.58
<b>Female</b>	91	88	96.70	3.30	65.91
<b>Male</b>	114	110	96.49	3.51	50.91
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	114	110	96.49	3.51	48.18
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	10	90.91	9.09	--
<b>White</b>	70	69	98.57	1.43	73.91
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	29	29	100.00	0.00	31.03
<b>Socioeconomically Disadvantaged</b>	113	108	95.58	4.42	52.78
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	63	57	90.48	9.52	33.33

## 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
<b>All Students</b>	205	196	95.61	4.39	51.02
<b>Female</b>	91	86	94.51	5.49	58.14
<b>Male</b>	114	110	96.49	3.51	45.45
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	114	111	97.37	2.63	40.54
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	9	81.82	18.18	--
<b>White</b>	70	67	95.71	4.29	67.16
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	29	29	100.00	0.00	41.38
<b>Socioeconomically Disadvantaged</b>	113	106	93.81	6.19	39.62
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	63	55	87.30	12.70	25.45

## 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
<b>Science</b> (grades 5, 8 and high school)	46.81	40.00	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
<b>All Students</b>	46	43	93.48	6.52	39.53
<b>Female</b>	20	18	90.00	10.00	38.89
<b>Male</b>	26	25	96.15	3.85	40.00
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	25	24	96.00	4.00	29.17
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	17	16	94.12	5.88	50.00
<b>English Learners</b>	--	--	--	--	--
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	21	20	95.24	4.76	20.00
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	13	10	76.92	23.08	--

## 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	90.70%	95.30%	96.70%	96.30%	97.20%

## 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

Zamora Elementary School has a strong connection with our parent community. There are many opportunities for families to volunteer: classroom support, project coordination, library support, field trip chaperones, our school garden, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC). Additionally, Zamora offers extracurricular after school classes in subjects that our student body has requested. Parents have also been invited to provide input on enrichment opportunities that they would like to see on our campus through our Parent Teacher Association, English Learner Advisory Committee and Site Council. Many of the enrichment classes on campus are supported through parent volunteers. Zamora also benefits from connections with local businesses and non-profits such as the YMCA, Rotary Club, Lions/Elk Club. Our parents provide a quarterly appreciation luncheon for our staff, and also serve as room parents to help with classroom activities throughout the year. Community events such as the Fall Festival, Halloween Parade, Positive Behavior Assemblies, and the annual Kinder Sing Along are well attended by parents and extended family. In addition to site possibilities, we also encourage our parents and currently have parent representation at the district level on committees such as LCAP (Local Control Accountability Plan), Technology, and DELAC (District English Learner Advisory Committee).

Youth engagement and voice are integral to the Zoonie way. Our Youth Advisory Council meets regularly to reflect on survey and achievement data, and provide recommendations for the school site council and school safety committee. Student recommendations lead to new clubs, focus areas for increased student engagement, and improved student safety procedures. The Youth Advisory team plays an integral part in directing our School Site Plan for achievement. In addition to our Youth Advisory Committee we have a group of students that participate in Student Council. Our Student Council meets to raise money for our school, create opportunities for increased school spirit, and student volunteers at our school events.

##### Contact Information

Parents who wish to participate in Zamora Elementary School's leadership team, school committees, after school clubs, or become a volunteer may contact the school office at (530) 666-3641. The district's website ([www.wjUSD.org](http://www.wjUSD.org)) and the school's website ([www.zamora.wjUSD.org](http://www.zamora.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 encouraged to attend Community and Family Engagement (CAFE) trainings.

## 2023-24 Opportunities for Parental Involvement

### 2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	398	394	88	22.3
Female	189	186	38	20.4
Male	209	208	50	24.0
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	0	0	0	0.0
Asian	9	9	1	11.1
Black or African American	5	5	0	0.0
Filipino	2	2	1	50.0
Hispanic or Latino	215	214	66	30.8
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	19	19	2	10.5
White	139	136	17	12.5
English Learners	37	37	11	29.7
Foster Youth	4	4	3	75.0
Homeless	11	11	7	63.6
Socioeconomically Disadvantaged	221	218	71	32.6
Students Receiving Migrant Education Services	7	7	2	28.6
Students with Disabilities	124	122	39	32.0

## C. Engagement

### State Priority: School Climate

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

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

## Suspensions and Expulsions

This table displays suspensions and expulsions data.

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
<b>Suspensions</b>	0.00	1.24	2.26	0.21	5.89	6.50	0.20	3.17	3.60
<b>Expulsions</b>	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
<b>All Students</b>	2.26	0
<b>Female</b>	1.06	0
<b>Male</b>	3.35	0
<b>Non-Binary</b>		
<b>American Indian or Alaska Native</b>	0	0
<b>Asian</b>	0	0
<b>Black or African American</b>	0	0
<b>Filipino</b>	0	0
<b>Hispanic or Latino</b>	0.93	0
<b>Native Hawaiian or Pacific Islander</b>	0	0
<b>Two or More Races</b>	10.53	0
<b>White</b>	3.6	0
<b>English Learners</b>	0	0
<b>Foster Youth</b>	0	0
<b>Homeless</b>	9.09	0
<b>Socioeconomically Disadvantaged</b>	3.17	0
<b>Students Receiving Migrant Education Services</b>	0	0
<b>Students with Disabilities</b>	4.03	0

## 2023-24 School Safety Plan

The safety of students is a priority of the school staff. Students are supervised throughout the day by staff members. There are designated areas for student drop-off and pick-up at the school. Visitors to the school must check-in at the office and wear a visitor's badge while on campus. After our morning drop off our campus is closed, and gates as well as classroom doors remained lock until the end of the school day.

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 biannual disaster drills, 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.

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

## 2023-24 School Safety Plan

preparedness. This year students in grades 2nd through 6th grade were provided a safety survey and results of that survey were used to guide next steps in our Positive Behavior Intervention Systems, adjust adult supervision, and provide a focus for our Second Step classroom lessons. The student survey as well as student feedback from grade level focus groups has been essential in guiding our routines and procedures in the lunch room, hallways, and recess. Staff annually review procedures, the youth safety survey and safety plans with our last review by our Board of Education held in November of 2023.

## 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	1	2	
1	14	2	2	
2	14	2	2	
3	11	2	2	
4	13	5	4	
5	18	4		2
6	15	4	4	
Other	8	10		

## 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	24		2	
1	16	1	2	
2	23		2	
3	15	1	2	
4	14	2	1	
5	17	3	2	
6	31		2	
Other	9	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
K	24	0	2	0
1	27	0	2	0
2	16	1	2	0
3	24	0	2	0
4	23	0	2	0
5	21	1	1	0
6	25	1	1	0
Other	12	4	0	0

## 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	768

## 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)	0.5
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	\$8,124	\$2,617	\$5,507	\$84,260
District	N/A	N/A	\$6,454	\$74,070
Percent Difference - School Site and District	N/A	N/A	-15.8	14.2
State	N/A	N/A	\$7,607	\$87,362
Percent Difference - School Site and State	N/A	N/A	-22.3	1.4

## 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

## Professional Development

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

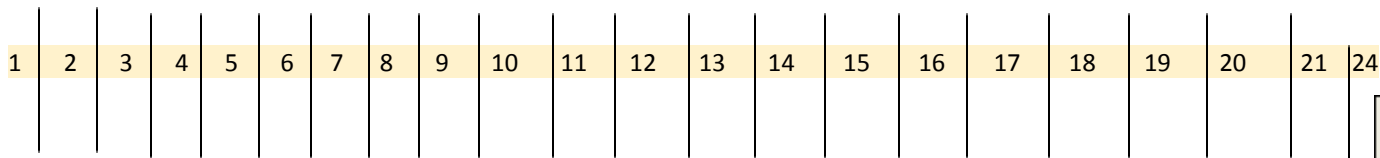
Social Emotional Learning TK-12

Early Literacy TK-3

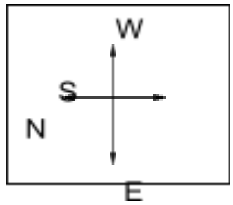
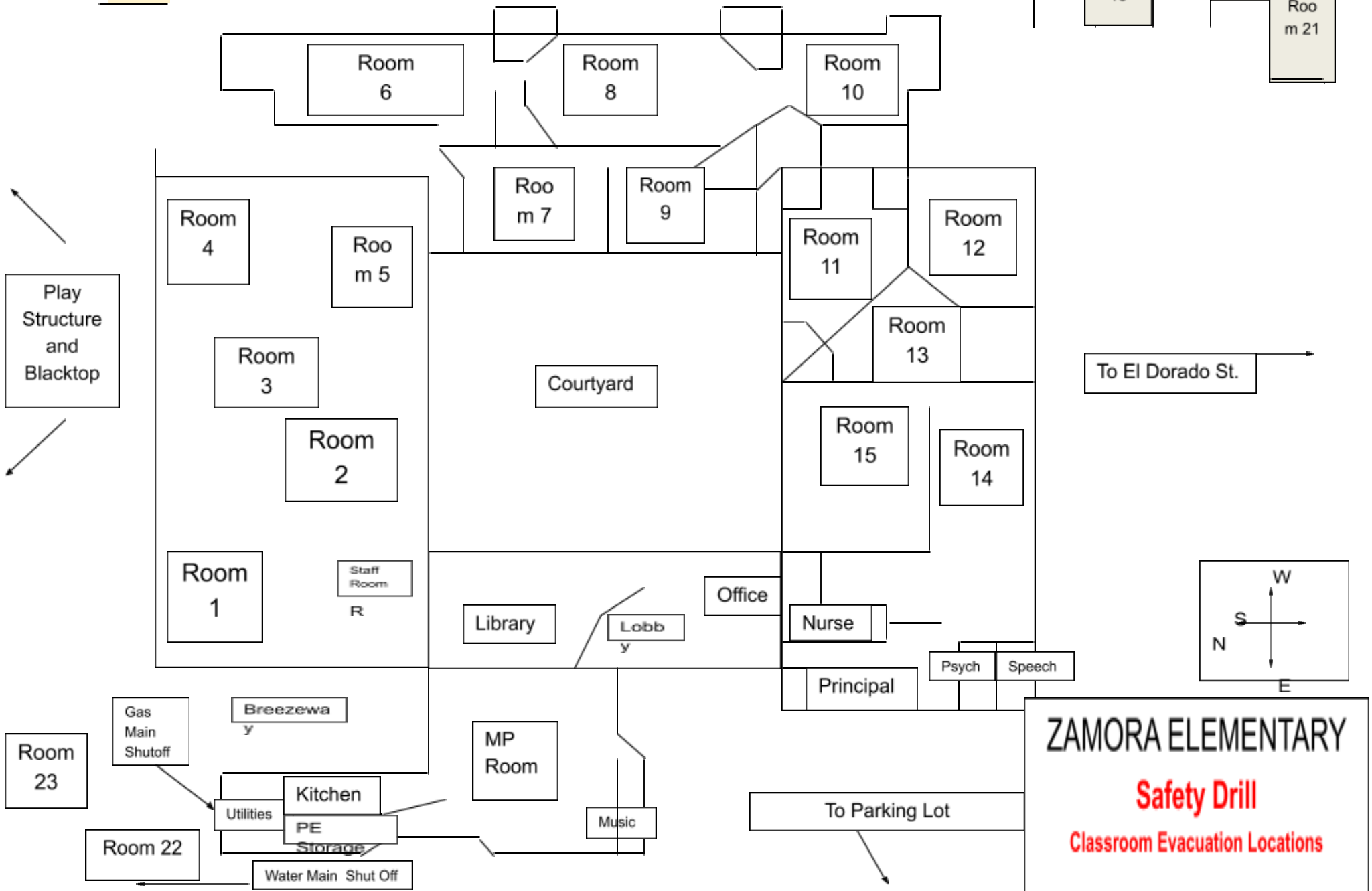
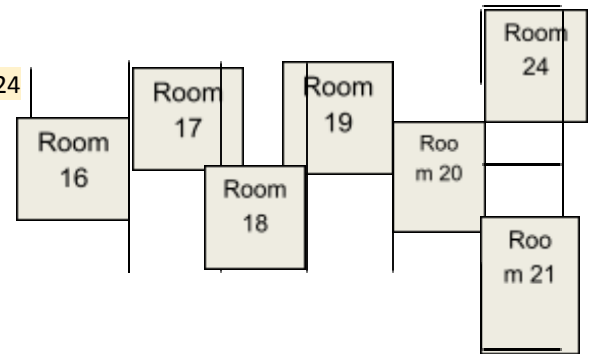
Differentiation

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

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

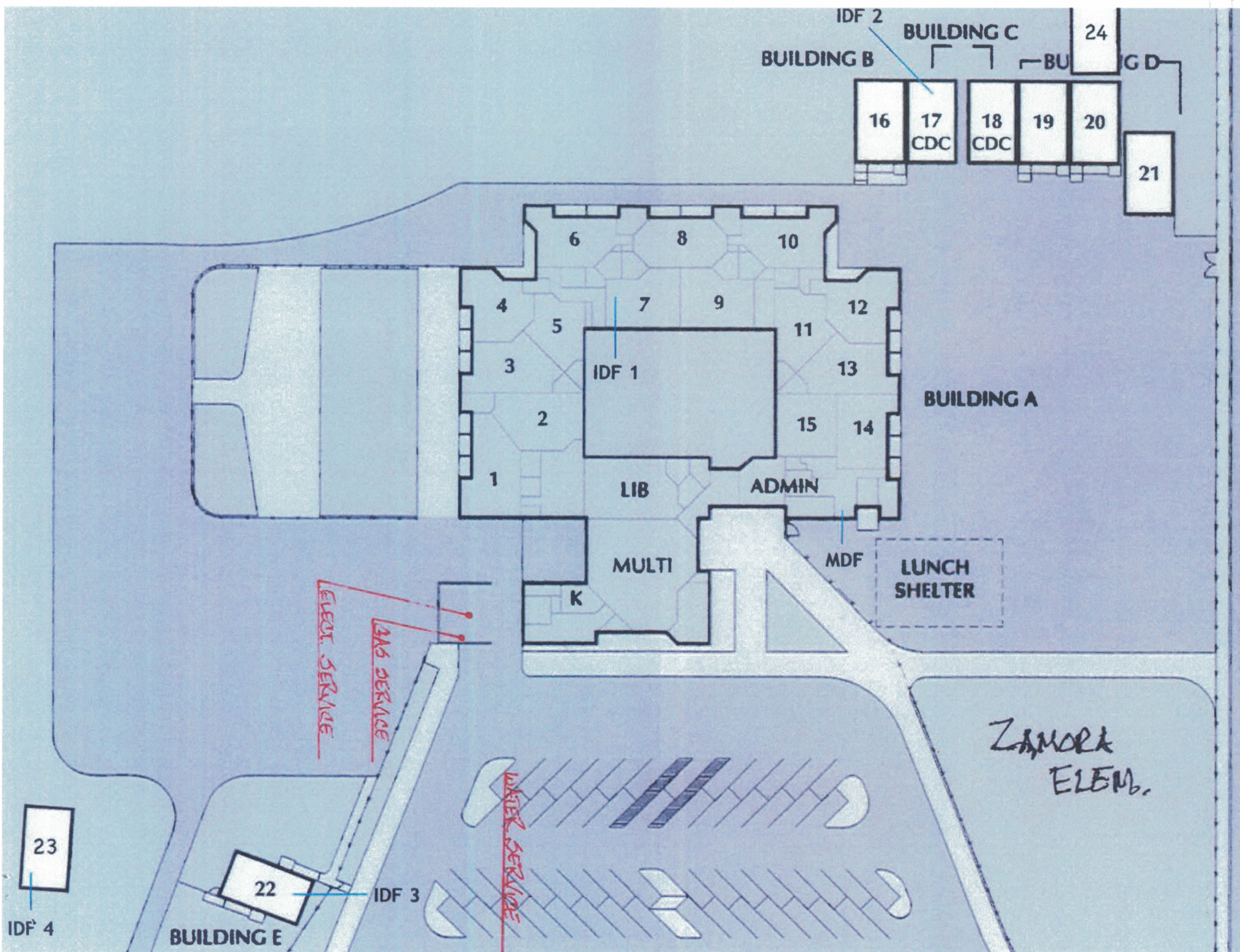


22 & 23



# ZAMORA ELEMENTARY

**Safety Drill**  
**Classroom Evacuation Locations**



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