Spring Lake 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

School Name	Spring Lake Elementary School
Street	2209 Miekle Avenue
City, State, Zip	Woodland, CA 95776
Phone Number	530-406-5899
Principal	Stacey Falconer
Email Address	stacey.falconer@wjusd.org
School Website	https://springlake.wjusd.org
County-District-School (CDS) Code	57 72710 0138180

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

The newest school in WJUSD, Spring Lake opened in August 2018 with Transitional Kindergarten (TK) through Third grades. Each subsequent year, Spring Lake added additional classes and has since grown to include grades TK-6th. In 2023-2024, we completed construction of our school facility and added our final class of students, with one Transitional Kindergarten class and two classes each of grades Kindergarten-6th. Our student enrollment was 327 students in 2022-2023 and approximately 373 students at the start of the 2023-24 school year. Spring Lake Elementary is a diverse community comprised of families that have been in the Woodland area for many generations, as well as new families who have moved to Woodland from other cities, states and countries.   It is located in a rapidly-growing area of Woodland that continues to add more new homes with each passing year. Many languages are spoken by our students and their families including: Spanish, Punjabi, Urdu, Nepali, Chinese, Portuguese, Korean, Russian, French, Vietnamese, Hindi, Filipino, English, and more.

Spring Lake Elementary is a STEAM (Science, Technology, Engineering, Art and Mathematics)-focused public school within the Woodland Joint Unified School District that focuses on providing an integrated, STEAM-centered learning program to develop students' rigorous math and science skills through the integration of engineering, technology, and art. The context is engaging and provides challenges for real-world solutions and problems that students can relate to.   We place a strong emphasis on Project-Based Learning that builds 21st Century Skills. We utilize Positive Behavior Intervention Systems, promote a Growth Mindset, and incorporate Restorative Practices in our school-wide practices to promote curiosity, innovation, and good citizenship.

Our Vision Statement:
We are inspiring the leaders and innovators of tomorrow, so that all students will thrive in their education, college and career paths.

Our Mission Statement:
The mission of Spring Lake Elementary School is to empower and engage all learners through innovative learning, authentic challenges, creative solutions and joyful practices. We will help students discover their unique talents through a caring and collaborative learning community, while maintaining academic rigor and high expectations.

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

2023-24 School Description and Mission Statement

more than 56,000 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 2022-2023 school year.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	71
Grade 1	53
Grade 2	51
Grade 3	50
Grade 4	49
Grade 5	41
Grade 6	31
Total Enrollment	346

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4%
Male	52.6%
American Indian or Alaska Native	0.3%
Asian	16.5%
Black or African American	2.9%
Filipino	1.7%
Hispanic or Latino	27.7%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	6.9%
White	39.3%
English Learners	9.5%
Foster Youth	0.3%
Socioeconomically Disadvantaged	30.3%
Students with Disabilities	11.6%

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	12.50	96.17	422.70	87.04	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	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	0.50	3.83	29.10	5.99	18854.30	6.86
Total Teaching Positions	13.00	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)	15.20	100.00	431.60	88.36	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	15.60	3.21	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	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	0.00	0.00	18.00	3.70	15831.90	5.67
Total Teaching Positions	15.20	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
Total Teachers Without Credentials and Misassignments	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	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)	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
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	
Health	Health Connected: Puberty Talks Adopted 2020	Yes	0.0%

School Facility Conditions and Planned Improvements

Spring Lake Elementary School, originally constructed in 2018, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of eleven classrooms, one Student Center/Library, one administration building, and two playgrounds. Facility information is current as of November 13, 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	11/13/2023 - 11/13/2023

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			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			D01: drinking fountain inoperable needs replacement #1384
Safety: Fire Safety, Hazardous Materials	X			

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: caution tape, investigate #1385

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)	63	70	37	38	47	46
Mathematics (grades 3-8 and 11)	64	65	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	170	169	99.41	0.59	70.41
Female	87	87	100.00	0.00	74.71
Male	83	82	98.80	1.20	65.85
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	67.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	58.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	82.35
White	66	65	98.48	1.52	83.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	73.33
Socioeconomically Disadvantaged	52	52	100.00	0.00	48.08
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	46.15

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	170	169	99.41	0.59	65.09
Female	87	87	100.00	0.00	66.67
Male	83	82	98.80	1.20	63.41
American Indian or Alaska Native	0	0	0	0	0
Asian	28	28	100.00	0.00	67.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	51	51	100.00	0.00	52.94
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	17	17	100.00	0.00	70.59
White	66	65	98.48	1.52	75.38
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	52	52	100.00	0.00	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	26	96.30	3.70	34.62

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)	44.83	63.41	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	41	41	100.00	0.00	63.41
Female	18	18	100.00	0.00	55.56
Male	23	23	100.00	0.00	69.57
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	14	14	100.00	0.00	42.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	75.00
English Learners	0	0	0	0	0
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	13	13	100.00	0.00	46.15
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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	95.10%	87.80%	97.60%	90.20%	97.60%

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 Spring Lake Elementary, we value the involvement of our parents and families in supporting and evaluating the effectiveness of our instructional and extra-curricular programing. Parents and family members are encouraged to formally engage in decision-making, reflection, and evaluation processes by participating in School Site Council (SSC), our English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and/or monthly Coffee with the Principal meetings. These groups meet monthly, or every other month, to provide opportunities to share and discuss our school's practices, performance, and priorities, and for parents and families to give input and feedback. Families are also welcomed at our Friday morning school-wide assembly, Owl-Together Time, where students and staff gather every other week to set behavior goals, present their learning outcomes and projects, and discuss school news. Parents of students in specific populations also have the opportunity to provide input on our school's instructional program, activities, culture and climate through Parent Focus Group meetings held in the winter and spring to discuss the progress and performance of our African American/Black students, Hispanic/Latino students, and students with disabilities. Additional and more comprehensive feedback from our community is gathered annually through school-wide surveys provided to all members of our school--students, staff, and parents/families. We also welcome and encourage parent feedback throughout the year via two-way communication using our Parent Square messages and newsletters on a various topics such as school safety, academic priorities, and facility needs.

We welcome parent volunteers! Once a parent/family volunteer has been cleared, they can support our students and school in a variety of ways, including but not limited to helping in classrooms, chaperoning field trips, facilitating student club activities, and helping with clerical/manual labor tasks for teachers or office staff. We also regularly invite our parents and families to attend and help with school engagement events, such as musical performances, STEAM-projects, school beautification days, and other activities and events that get planned in partnership with our PTO and staff.

Student input and feedback is also a critically-valued part of the decision-making process for our school. Student input is obtained in a variety of ways including monthly meetings with our two formal student organizations (Student Council and Youth Advisory Council) who meet regularly with the school principal and staff to plan and implement student-led activities, provide input on the School Safety Plan and School Plan for Student Achievement, analyze quantitative and qualitative data surrounding the culture and climate of our school, and partner with school staff in crafting solutions for identified areas of need. Students are also asked to complete an annual survey about our school culture and climate and their school experiences;

2023-24 Opportunities for Parental Involvement

students in grades 1-6 participate.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	349	348	45	12.9
Female	167	166	26	15.7
Male	182	182	19	10.4
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	1	1	0	0.0
Asian	57	57	8	14.0
Black or African American	10	10	0	0.0
Filipino	6	6	1	16.7
Hispanic or Latino	98	98	22	22.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	24	24	4	16.7
White	137	136	9	6.6
English Learners	34	34	4	11.8
Foster Youth	1	1	0	0.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	104	104	21	20.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	53	53	9	17.0

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
Suspensions	0.00	0.60	0.00	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	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Our current 2023-24 Safety Plan was reviewed, discussed and updated by staff and approved by the School Site Council in September 18, 2023 after being reviewed with our English Learner Advisory Committee, and staff and student representatives. In the 2023-24 school year, we will solicit feedback from each of our school community groups through parent, student, and staff surveys and gathering in-person feedback at Coffee with the Principal, School Site Council, PTO, ELAC meetings, Principal's Youth Advisory Council meetings, staff meetings, and parent focus group meetings.

Spring Lake Elementary School is a newly constructed school as of August 2018. We are in our sixth year being open and the construction of school buildings was completed in the summer of 2022. Our school playfield was the last phase of construction and were completed in August 2023. In meetings with certificated and classified staff, it has been reported that Spring Lake Elementary is physically and emotionally safe. The physical environment is secure with complete, locked fencing surrounding the campus and new playfield, classroom doors that are kept locked and closed during the instructional day, and a clear expectation that only badged and office-cleared visitors are allowed through the only point of entry (front office). The facilities

are, at most, six years old and in great condition. Staff members all have classroom phones that have the ability to call identified school personnel for medical or behavioral support, and can also trigger a notification for a lockdown. The first fire drill evacuation was completed in under 5 minutes, from start to finish, indicating strong understanding of emergency evacuation protocols. New security cameras were installed in the fall of 2023 to provide more functionality and sharper images and they offer clear visibility to points of entry and high traffic areas. Some concerns that staff have expressed about facilities and safety include: 1) poor cell phone reception (little to no cell coverage to facilitate communication in emergencies away from the classroom phones), 2) concerns about internal doors between classrooms and collaboration spaces that cannot be locked offering intruders ease-of-access to all rooms within a wing, and 3) the exposure and visibility of the kindergarten/TK playground to the street.

Parent Feedback: A parent-input survey was sent to families in Spring 2023 to solicit feedback regarding Spring Lake's school climate. The data from that survey, in which 81 parents elected to respond from across all grade-levels (an increase from 56 the previous year) was significantly positive, with 90% or more of respondents indicating strong agreement that our campus is safe, orderly, well-maintained, free of social/emotional or behavioral concerns, and that the school provides good communication and resolution to conflicts. However, of the few critical comments that were received identified a few common themes including concerns about the overall cleanliness of the school, concerns about weed control and how overgrowth may be contributing to a lack of safety due to poor visibility to traffic and hidden spaces where strangers could lurk unseen, concerns about insect/pest control, and concerns related to an isolated student injury incident that took place in the MPR during lunch.

Student Feedback: Comprehensive input from students regarding the safety of our school campus was obtained from the Spring 2023 culture and climate survey, in which 170 students in grades 1st-6th grade participated. Additional student input was gleaned from regular meetings of the Principal's Student Parliament (Youth Advisory Council) who met monthly to assess the safety and climate of our school community. Feedback provided by students through survey responses and discussions held during Youth Advisory Council meetings identified a few common themes which included wanting "nicer lunch ladies", a dislike of the rainy day recess schedule, and a desire for more spacious play areas to allow for more diverse activities to be played safely. Students also reported the cafeteria/MPR and the blacktops as the areas they felt the least safe in.

In response to staff, student, and family feedback, and with student and staff input and voice, Spring Lake is working to address the abovementioned areas of concern by expanding its implementation of Buddy Classes to more extensively promote positive peer-relationships between younger and older students, focusing on increasing the quantity of extra-curricular clubs and activities for students, and including more student-identified rewards and incentives in our Hoot Store and incentive programs. It was also determined that additional PBIS strategies were needed to address behavior and safety in the cafeteria, so a new "Golden Lunchbox" incentive program was introduced the first week of school in 2023 to address these concerns. It includes incentives for complying with behavior expectations, more structured seating in the cafeteria, training of noon duties to teach and reinforce positive behavior expectations, and a revision of cafeteria procedures to maximize efficiency, space usage, and supervision. So far, it has been well received by all.

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	15	3	3	
1	14	2	2	
2	15	2	2	
3	12	2	2	
4	21	1	2	
5	14	2	2	
Other	14	1		

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		3	
1	26		2	
2	16	1	2	
3	25		2	
4	22		2	
6	11	1	1	
Other	32		1	

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

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	692

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	0.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
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	$23,162	$8,314	$14,848	$71,805
District	N/A	N/A	$6,454	$74,070
Percent Difference - School Site and District	N/A	N/A	78.8	-1.8
State	N/A	N/A	$7,607	$87,362
Percent Difference - School Site and State	N/A	N/A	-27.0	-14.6

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

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