



Spring Lake Elementary School

2209 Miekle Avenue • Woodland, CA 95776 • 530-406-5899 • Grades K-6

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2019-20 School Accountability Report Card Published During the 2020-21 School Year



Woodland Joint Unified School District

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School Description

Spring Lake Elementary is a public school within the Woodland Joint Unified School District. The school opened in August 2018 with Transitional Kindergarten (TK) through Third grades. This 2019-2020 school year, we added another 2nd grade and a 4th grade classroom for an additional 60+ students. In 2020-2021, the school added two an addition 3rd grade and a 5th grade. In 2021-2022 the school will add an additional fourth grade and a sixth grade classroom. In 2022-2023 the school will grow to an additional 5th grade classroom. In 2023-2024 we will have an additional sixth grade. So in 2023-2024, Spring Lake Elementary will be a complete TK-Sixth grade campus with approximately 420 students. Spring Lake Elementary offers a unique STEAM (Science, Technology, Engineering, Art and Math) focus with a strong emphasis on Project-Based Learning that builds 21st Century Skills. The focus of STEAM is developing rigorous math and science skills through engineering and art. The context is engaging and provides challenges for real-world solutions and problems that students can relate to. We use Positive Behavior Intervention Systems, Growth Mindset, as well as Restorative Practices school-wide.

Vision Statement:

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

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 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 9,636 students in the 2019-2020 school year.

Spring Lake Elementary School operates on a traditional calendar and for the 2019-2020 school year had 236 students enrolled in grades TK-4.

About the SARC

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

- For more information about SARC requirements 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 webpage 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.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	54
Grade 2	44
Grade 3	30
Grade 4	30
Total Enrollment	236

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	3
American Indian or Alaska Native	1.7
Asian	13.1
Filipino	0.4
Hispanic or Latino	28
Native Hawaiian or Pacific Islander	0.4
White	42.4
Two or More Races	4.7
Socioeconomically Disadvantaged	27.1
English Learners	10.2
Students with Disabilities	11.9
Homeless	0.8

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials for Spring Lake Elementary	18-19	19-20	20-21
With Full Credential	7	9	11
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Woodland Joint	18-19	19-20	20-21
With Full Credential	♦	♦	404
Without Full Credential	♦	♦	15
Teaching Outside Subject Area of Competence	♦	♦	1

Teacher Misassignments and Vacant Teacher Positions at Spring Lake Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Woodland Joint Unified School District held a Public Hearing on October 8, 2020 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 September 2020, regarding textbooks in use during the 2020-2021 school year.

Textbooks and Instructional Materials

Year and month in which data were collected: September 2020

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	<p>McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Mathematics	<p>Houghton Mifflin Harcourt –Math Expressions Adopted 2014</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>
Science	<p>Pearson Scott Foresman Adopted 2008</p> <p>The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0.0%</p>
History-Social Science	<p>Prentice Hall Adopted 2006</p> <p>Scott Foresman Adopted 2006</p> <p>The textbooks listed are from most recent adoption: No</p>
Health	<p>Health Connected: Puberty Talks Adopted 2020</p> <p>The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%</p>

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

School Facility Conditions and Planned Improvements (Most Recent Year)

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 January 21, 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.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 1/21/2021

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Room B03: 9: (D) Water pressure too low, work order 43048.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Room D04: 15: (D) Loose or damaged thresholds that pose a trip hazard, door sweep needs to be replaced, work order 43049.
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	54	N/A	43	N/A	50	N/A
Math	46	N/A	28	N/A	39	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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

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

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement

There are many ways to be involved at Spring Lake Elementary School. Parents, guardians, and community members are offered opportunities to participate in our school in a variety of ways. We have an extensive network of clubs, committees, activities and volunteer projects launched since our opening last year. For example, each Thursday morning we have a morning volunteer group who performs many tasks for the teachers such as copying, using the die-cut machine and laminating. Other opportunities are reading with students, helping with math skills, and chaperoning on field trips. We started many after-school clubs here, all led by parent volunteers: Robotics, coding, Lego junior, ukulele club, green screen, role play games and more. We added acting and soccer to our remote clubs this year.

We have a Parent Teacher Organization (PTO) that has their own website and meets monthly: <https://sites.google.com/wjUSD.org/springlake-ptO/home>. They launch several fundraisers and community builders throughout the school year.

Spring Lake also has a large School Site Council that meets monthly and serves as the school community's representative body for determining the focus of the school's academic instructional program, categorical resources, parent and student survey data collection, and budget oversight. This year we are writing our first parent/student handbook between parents, school staff and the principal.

Each year we send out parent surveys. The last two years, our scores have been in the excellent category. There have been some helpful suggestions on these surveys that we have taken and implemented as well.

The principal has invited parents to family meetings to discuss concerns and ask for suggestions on how to improve our school. It is a new school and full of opportunities to work together to improve each year.

We also have a student council. Those members meet with teachers and the principal to discuss how to improve our school each year. The principal asks for student voice and choice, and at recess and lunch there is a suggestion box available. Students focus groups take place and students are asked for suggestions on what we can do better to solve problems or bring new ideas to our school. Listed below are some of those suggestions and ideas:

- Owl Together outside starts, using cheerleaders to add to school spirit.
- Add guest speakers at outside start or as assemblies
- Keep the playgrounds split up between lower grade and upper grade as it helps with safety and organization, rules, PBIS, etc.
- Continue to focus on STEAM – science projects in and outside of the classroom, use technology as tools, Engineering for building and constructing and design projects, Arts in the classroom and as assemblies and field trips (water color, dance, performing arts, music, singing).
- Keep partnership with the Mondavi Center – dance, performing arts, assemblies here at school
- Guest artists come to classrooms
- Multicultural Fair – represent all of our cultures at school in dance, foods, exhibits – all students learn about each culture with passport stamps.
- Classroom Buddies – for reading, assemblies, field trips and science projects together.
- Kids vs. Teachers competitions
- More assemblies and field trips
- Invite High School kids to assemblies and partnerships
- Pen Pals with older students
- Create sports teams at school – within our own school and with other schools.

There has also been opportunities for parents to be on our Positive Behavior Intervention Support Leadership Team with Yolo County Office of Education, as well as our School Safety Team, and Hoot Loot Cart parent volunteers.

Education is a joint effort of parents, teachers, administrators, support staff and community members, all of whose common goal is the success of each and every student.

Our school phone number for more information is: 530-406-5899 on how to get involved. You may also visit our website <https://springlake.wjUSD.org> for a list of volunteer projects to sign up for.

Parents are also invited to participate in community forums at the district level and are able to attend Community and Family Engagement (CAFE) classes.

State Priority: School Climate

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

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

School Safety Plan

Spring Lake Elementary School is a brand new school as of August 2018. We are in our third year open. We have planned and reviewed our safety plan the past two years to determine the most important and needed areas of safety at school.

Our Focus areas during the regular school year have been:

- 1) Parking and drop-off procedures for before and after school
- 2) Safe use of all playground equipment
- 3) Positive Behavior Intervention Support - (PBIS) expectations: Be Responsible, Show Respect, Make Good Decisions, Solve Problems. (Matrix completed for all areas of the school, posters, incentives, and Hoot Tickets)
- 4) Parent Training in PBIS and Restorative Practices
- 5) Restorative Practice training for all staff
- 6) Bicycle Campaign
- 7) Community Partnerships and Neighborhood Meetings
- 8) Kindness Week Implementation
- 9) Emergency equipment and procedures ready

Most of the above have been implemented completely. Number 4 above (parent trainings) were to be last spring when the school district closed. It will be scheduled again when we re-open.

Our current 2020-2021 Safety Plan was reviewed by staff in the fall of 2020 and will be reviewed by School Site Council in January 2021 for approval.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions		3.3	6.0	5.7	3.5	3.5
Expulsions		0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

D. Other SARC Information

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

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

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

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	0.2
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	1.7

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K					25		3		20	1	3	
1					22	1	1		27		2	
2					28		1		22		2	
3					23		1		30		1	
4									30		3	
Other**									22	1	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

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

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

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

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,236	\$49,782
Mid-Range Teacher Salary	\$64,833	\$76,851
Highest Teacher Salary	\$91,792	\$97,722
Average Principal Salary (ES)	\$107,223	\$121,304
Average Principal Salary (MS)	\$112,421	\$128,629
Average Principal Salary (HS)	\$124,016	\$141,235
Superintendent Salary	\$224,180	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	33.0	33.0
Administrative Salaries	5.0	6.0

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

Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,097 to educate each student (based on 2018-19 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, Counseling Grant, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Elementary Counseling Grant, Title I, Title II, Title III, Title IV, Low Performing Student Block Grant, Special Ed-State, Medi-Cal, Small Learning Communities, Partnership Academies, Tobacco Use Prevention Education

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7,201	\$686	\$6,059	\$66,594
District	N/A	N/A	\$6,868	\$68,811
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-12.5	-3.3
School Site/ State	-24.5	-17.3

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

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.