

# Spring Lake Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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

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

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fq/aa/lc/](http://www.cde.ca.gov/fq/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



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

#### Internet Access

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

## 2021-22 School Contact Information

<b>School Name</b>	Spring Lake Elementary School
<b>Street</b>	2209 Mickle Avenue
<b>City, State, Zip</b>	Woodland, CA 95776
<b>Phone Number</b>	530-406-5899
<b>Principal</b>	Robyn Miller
<b>Email Address</b>	Robyn.Miller@wjusd.org
<b>School Website</b>	springlake@wjusd.org
<b>County-District-School (CDS) Code</b>	57 72710 0138180

## 2021-22 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 Address</b>	www.wjusd.org

## 2021-22 School Overview

Spring Lake Elementary is both a STEAM (Science, Technology, Engineering, Art and Mathematics) focused school, as well as a public school within the Woodland Joint Unified School District. This new school opened in August 2018 with Transitional Kindergarten (TK) through Third grades. In the 2019-2020 school year, the school added another 2nd grade and a 4th grade classroom for an additional 60+ students. The following school year (2020-2021) the school added two more grades, an additional 3rd grade and a 5th grade. This school year 2021-2022, the school added an additional fourth and sixth grade classroom. In 2022-2023 the school will grow to an additional 5th grade classroom and in the 2023-2024 we will have an additional sixth grade to make the school complete based on what we promised when we opened. A TK-Sixth grade campus with approximately 420 students. Spring Lake Elementary offers a unique STEAM 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 9,658 students in the 2020-21 school year.

Spring Lake Elementary School operates on a traditional calendar every school year and has approximately 276 students

## 2021-22 School Overview

enrolled in grades TK-5 for the 2020-21 school year.

Spring Lake 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 a growing area of town for many years with hundreds of new homes being built each year. Approximately 10 languages are spoken by our families including: Punjabi, Nepalese, Nepalese, and Spanish.

The school is still under construction. This year the new Multi-Purpose Room/Cafeteria was constructed and finished in October 2021. Under construction currently are the final wing of classrooms for 5th and 6th grade classes starting next school year: Fall 2022-2023.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	75
Grade 1	51
Grade 2	52
Grade 3	43
Grade 4	31
Grade 5	24
<b>Total Enrollment</b>	<b>276</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50
Male	50
American Indian or Alaska Native	1.1
Asian	14.5
Black or African American	2.2
Filipino	0.4
Hispanic or Latino	30.8
Native Hawaiian or Pacific Islander	0.4
Two or More Races	5.4
White	40.9
English Learners	7.6
Homeless	1.1
Socioeconomically Disadvantaged	24.3
Students with Disabilities	12

## A. Conditions of Learning

### State Priority: Basic

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

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

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

### 2019-20 Teacher Preparation and Placement

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

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

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

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

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

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

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<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)	

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

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

<b>Year and month in which the data were collected</b>	August 2021
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<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>	Prentice Hall Adopted 2006  Scott Foresman Adopted 2006	No	
<b>Health</b>	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 11, 2021.

### Cleaning Process

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

### Maintenance and Repair

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

Year and month of the most recent FIT report

11/11/2021

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			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<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).

#### SARC Reporting in the 2020-2021 School Year Only

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

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

#### Options

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

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

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

## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

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



## 2020-21 CAASPP Test Results in ELA by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	97	NT	NT	NT	NT
<b>Female</b>	46	NT	NT	NT	NT
<b>Male</b>	51	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	12	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	30	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	43	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	28	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	18	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	97	NT	NT	NT	NT
Female	46	NT	NT	NT	NT
Male	51	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	12	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	30	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	43	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	NT	NT	NT	NT

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

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

All Students	97	91	94	6	68
Female	46	41	89	11	73
Male	51	50	98	2	64
American Indian or Alaska Native	1	1	100	0	0
Asian	17	15	88	12	60
Black or African American	2	2	100	0	100
Filipino	2	1	50	50	100
Hispanic or Latino	31	29	94	6	55

<b>Native Hawaiian or Pacific Islander</b>	2	1	50	50	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	70	65	93	7	69
<b>English Learners</b>	6	6	10	0	66
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	100
<b>Military</b>	4	4	100	0	50
<b>Socioeconomically Disadvantaged</b>	1	1	100	0	0
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	15	100	0	60

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

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

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

<b>All Students</b>	97	91	94	6	65
<b>Female</b>	46	41	89	11	59
<b>Male</b>	51	50	98	2	34
<b>American Indian or Alaska Native</b>	1	1	100	0	0
<b>Asian</b>	17	14	82	18	71
<b>Black or African American</b>	2	2	100	0	0
<b>Filipino</b>	2	2	100	0	50
<b>Hispanic or Latino</b>	31	29	94	6	48
<b>Native Hawaiian or Pacific Islander</b>	2	0	1	100	0
<b>Two or More Races</b>	0	0	70	0	0
<b>White</b>	64	69		91	9
<b>English Learners</b>	6	6	100	0	50
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	1	1	100	0	100
<b>Military</b>	4	50	2	100	0
<b>Socioeconomically Disadvantaged</b>	1	0	18	100	0
<b>Students Receiving Migrant Education Services</b>	0	0	4	0	0
<b>Students with Disabilities</b>	15	47	0	83	17

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

## CAASPP Test Results in Science for All Students

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

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

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

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

## 2020-21 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	23	NT	NT	NT	NT
<b>Female</b>	11	NT	NT	NT	NT
<b>Male</b>	12	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	--	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	--	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	--	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	--	NT	NT	NT	NT

## B. Pupil Outcomes

### State Priority: Other Pupil Outcomes

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

#### 2020-21 California Physical Fitness Test Results

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

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

## C. Engagement

### State Priority: Parental Involvement

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

#### 2021-22 Opportunities for Parental Involvement

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.

At this time, options are limited at the school site for volunteers based on COVID guidelines and keeping everyone safe. On a limited basis, we have a few field trips this year with parents helping chaperone. In addition, parents have helped at home preparing for various projects for teachers classrooms, as well as contributing to needed items for school activities like Big Science Days this year. We feel the daily support of our staff throughout COVID and during these challenging times we are living in. Our PTO is still actively supporting the school via online meetings and remote fundraisers. School Site Council is another committee of parents and staff committed to planning for the school each year. This is also held online this year.

Before COVID and hopefully soon we will be going back to these days for parent involvement:

Pre-Covid: There are many ways to be involved at Spring Lake Elementary Schol. Parents, guardians, and community members are welcome to volunteer and we have an extensive network of clubs, committees, activities and volunteer projects launched since our opening 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, yukulele club, green screen, role play games and more.

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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 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.

## 2021-22 Opportunities for Parental Involvement

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 along the way.

We also have a student advisory 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, at recess, at lunch there is a suggestion box, and also in group interviews she has asked for suggestions on what we can do better to solve problems or bring new ideas to our school. This year we also have a Student Advisory Council that meets month and discusses data from surveys and helps list recommendations to help improve the school.

Here are a few examples:

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.

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.

For more information about PTO, please contact the PTO president via online at [SpringLakePTO.com](http://SpringLakePTO.com)

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	281	278	15	5.4
Female	141	139	6	4.3
Male	140	139	9	6.5
American Indian or Alaska Native	3	3	0	0.0
Asian	40	40	1	2.5
Black or African American	6	6	0	0.0
Filipino	1	1	0	0.0
Hispanic or Latino	87	85	8	9.4
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	14	14	0	0.0
White	118	117	6	5.1
English Learners	32	31	2	6.5
Foster Youth	1	1	1	100.0
Homeless	3	3	0	0.0
Socioeconomically Disadvantaged	76	75	7	9.3
Students Receiving Migrant Education Services	1	1	0	0.0
Students with Disabilities	43	43	5	11.6

### C. Engagement

#### State Priority: School Climate

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

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

## Suspensions and Expulsions

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

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	3.30	0.00	5.67	0.21	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.02	0.00	0.08	0.00

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

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	2.94	4.16	2.45
<b>Expulsions</b>	0.00	0.00	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00



## 2021-22 School Safety Plan

Our current 2021-22 Safety Plan was reviewed, discussed and updated by staff in the fall and was approved by the School Site Council in September 7, 2021

Spring Lake Elementary School is a newly constructed school as of August 2018. We are in our fourth year open and the construction is continuing. The Multi-purpose room/Cafeteria was finished in October 2021. We have planned and reviewed our safety plan the past two years to determine the most important and needed areas of safety at school. This school year, our safety committee met and discussed our COVID safety plan also.

Our Focus areas during the past school year have are:

\*Most importantly COVID procedures for keeping students and staff safe at school from cleaning their hands, desks, room, drinking water, entering and leaving rooms, leaving and returning to school when ill - practices and protocols for each of these areas.

- 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 have the acronym of WISE: Work Things Out, Interact Respectfully, Show Responsibility, Encourage Others) We are the WISE OWLS.
- 4) Restorative Practices (circles) in the mornings and/or as needed each day discussing Social Emotional Learning (SEL) skills. Restorative Practices also used as consequences with students.
- 6) Tutoring from upper grades to lower grades
- 7) Community Partnerships and Neighborhood Meetings
- 8) Kindness Week Implementation
- 9) Emergency equipment and procedures ready

COVID has compromised in-person trainings with parents this year.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	22	1	1	
2	28		1	
3	23		1	
4				
5				
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	27		2	
2	22		2	
3	30		1	
4	30		3	
5				
6				
Other	22	1	1	

## 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	
6				
Other	14	1		

## 2020-21 Ratio of Pupils to Academic Counselor

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

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

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

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

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

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

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,291	\$751	\$6,541	\$66,977
District	N/A	N/A	\$6,557	\$71,603
Percent Difference - School Site and District	N/A	N/A	-0.2	-6.7
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-25.4	-19.0

## Types of Services Funded

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

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

## 2019-20 Teacher and Administrative Salaries

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

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

## Professional Development

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

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

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

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

# Woodland Joint Unified School District

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

### Local Accountability Report Card (LARC) Addendum

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



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

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

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

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

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

#### 2021-22 District Contact Information

<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 Address</b>	www.wjusd.org

## 2020-21 CAASPP Test Results in ELA by Student Group

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

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

## 2020-21 CAASPP Test Results in Math by Student Group

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

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

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

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

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

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

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

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