

# Ramon S. Tafoya Elementary School

## 2024-2025 School Accountability Report Card (Published During the 2025-2026 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.

## 2025-26 School Contact Information

<b>School Name</b>	Ramon S. Tafoya Elementary School
<b>Street</b>	720 Homestead Way
<b>City, State, Zip</b>	Woodland, CA 95776
<b>Phone Number</b>	(530) 662-4324
<b>Principal</b>	Lyn Bigelow
<b>Email Address</b>	lyn.bigelow@wjusd.org
<b>School Website</b>	tafoya.wjusd.org
<b>Grade Span</b>	K-6
<b>County-District-School (CDS) Code</b>	57727100000000

## 2025-26 District Contact Information

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

## 2025-26 School Description and Mission Statement

Ramon S. Tafoya Elementary School is a transitional kindergarten through sixth grade campus serving approximately 800 students in the growing southeast area of Woodland. Our school community is increasingly diverse, and we are proud to serve a large and expanding population of multilingual learners and families representing a wide range of cultural, linguistic, and socioeconomic backgrounds. Tafoya is known for its strong collaborative culture, where teachers work in professional learning communities to align instruction, analyze data, and design targeted supports that ensure all students learn at high levels. We offer a wide range of programs that promote both academic and social-emotional growth, including PBIS and the Little Heroes program, Hawk Hangout as an alternative recess and connection space, after-school academic intervention and Book Club, Student Council and Youth Advisory Council, and a growing selection of visual and performing arts opportunities supported by state VAPA funding.

Our mission is simple and central to our work: to help every student SOAR – in learning and in life. Our vision states that our school community is committed to providing our Tafoya scholars with a well-rounded instructional program that prepares them for middle school and lays the foundation for success in college and/or the career of their choice. Students, staff, parents, and community members maintain a positive, respectful learning environment that promotes perseverance and responsibility, while empowering students to achieve.

## About this School

### 2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	48
Kindergarten	137
Grade 1	103
Grade 2	97
Grade 3	104
Grade 4	107
Grade 5	110
Grade 6	114
Total Enrollment	772

### 2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.1
Male	49.9
American Indian or Alaska Native	0.4
Asian	19.9
Black or African American	3.2
Filipino	0.5
Hispanic or Latino	53.8
Native Hawaiian or Pacific Islander	1.3
Two or More Races	5.6
White	9.5
English Learners	28.6
Foster Youth	1
Homeless	2.3
Migrant	2.5
Socioeconomically Disadvantaged	81.5
Students with Disabilities	13.9

## **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.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	30.7	90.54	431.6	88.36	234405.2	84
<b>Intern Credential Holders Properly Assigned</b>	1.2	3.53	15.6	3.21	4853	1.74
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	1	2.95	14.8	3.05	12001.5	4.3
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	8.2	1.68	11953.1	4.28
<b>Unknown/Incomplete/NA</b>	1	2.95	18	3.7	15831.9	5.67
<b>Total Teaching Positions</b>	33.9	100	488.5	100	279044.8	100

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.

## 2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	31.9	94.1	415.2	86.94	231142.4	83.24
<b>Intern Credential Holders Properly Assigned</b>	2	5.9	13.5	2.84	5566.4	2
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	23.2	4.87	14938.3	5.38
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0	0	11.8	2.49	11746.9	4.23
<b>Unknown/Incomplete/NA</b>	0	0	13.6	2.86	14303.8	5.15
<b>Total Teaching Positions</b>	33.9	100	477.6	100	277698	100

Note: The data in this table is based on 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.

## 2023-24 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	32.2	90.22	417.7	86	230039.4	100
<b>Intern Credential Holders Properly Assigned</b>	3	8.38	15.8	3.26	6213.8	2.23
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0	0	28	5.77	16855	6.04
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.5	1.4	14.3	2.96	12112.8	4.34
<b>Unknown/Incomplete/NA</b>	0	0	9.7	2.01	13705.8	4.91
<b>Total Teaching Positions</b>	35.7	100	485.7	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
<b>Permits and Waivers</b>	1.00	0	0
<b>Misassignments</b>	0.00	0	0
<b>Vacant Positions</b>	0.00	0	0
<b>Total Teachers Without Credentials and Misassignments</b>	1.00	0	0

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

Indicator	2021-22	2022-23	2023-24
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.00	0	0.5
<b>Local Assignment Options</b>	0.00	0	0
<b>Total Out-of-Field Teachers</b>	0.00	0	0.5

## Class Assignments

Indicator	2021-22	2022-23	2023-24
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	0

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

## 2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Woodland Joint Unified School District held a Public Hearing on September 25, 2025 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 2025, regarding textbooks in use during the 2025-2026 school year.

<b>Year and month in which the data were collected</b>	August 2025
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Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of 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	0.0%
<b>Mathematics</b>	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
<b>Science</b>	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
<b>History-Social Science</b>	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	0.0%
<b>Health</b>	Health Connected: Puberty Talks Adopted 2020	0.0%

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

## School Facility Conditions and Planned Improvements

Tafoya Elementary School, originally constructed in 1999, offers a safe and secure campus for students, staff, and visitors. The school comprises 34 classrooms, one library, one computer lab, one multipurpose room, one staff room, and two playgrounds. Facility information is current as of November 19, 2025.

### 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 promptly. A work order process ensures efficient service and the highest priority to emergency repairs. At the time of publication, 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

09/29/2025 - 11/19/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			Tafoya M1: Vents or grills are excessively dusty or dirty-both vents. Water pressure is inadequate-in drinking fountain. #11778, 11777 Tafoya M2: Vents or grills are excessively dusty or dirty. A leak is evident-sink drips. Handled on site. Tafoya P-1: Vents or grills are excessively dusty or dirty #6971 Tafoya P-2: HVAC units generate excessive noise or vibrations in the restroom. #6972
<b>Interior:</b> Interior Surfaces			X	Ramon E4: Ceiling tiles have holes or stains-stained tiles. #11757 Ramon J1: Ceiling tiles have holes or stains-stained tiles. #11765 Ramon J-5: Ceiling tiles have holes or stains-stained tiles. #11766 Ramon MPR: Evidence of water damage (Eg condensations, dampness, staining, warping, peeling, mineral deposits etc)-coming from windows in MPR. Walls appear to have hazards from tears and holes-crack in wall above storage door, also under window by custodial closet. Ceiling tiles have holes or stains-around vent in band room. Ceiling tiles have holes or stains-0several tiles are starting to fall. Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-ceiling in kitchen has a water bubble in the ceiling. Fewer than five percentof the bulbs have burned out-in MPR. Fewer than five percentof the bulbs have burned out-in MPR. Fewer than five percentof the bulbs have burned out-in kitchen. #11790, 11789, 11787 Ramon N-1: Shelving over 4' is not secure to wall. #11804 Tafoya C-7: Shelving over 4' is not secure. #11751 Tafoya E-1: Ceiling tiles have holes or stains-stained tiles. #11759 Tafoya E3: Ceiling tiles have holes or stains-stained tiles in copy room outside classroom. #11758 Tafoya E4: Ceiling tiles have holes or stains #6945

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			<p>Tafoya E-6: Ceiling tiles have holes or stains #6965, Ceiling tiles have holes or stains-stained tiles. #11805  Tafoya F-5: Ceiling tiles have holes or stains-stained tiles. #11785  Tafoya F-6: Ceiling tiles have holes or stains-stained tiles inside copy room outside classroom F6. #11783  Tafoya J3: Ceiling tiles have holes or stains #6964, Ceiling tiles have holes or stains-holes in tiles/stained. A leak is evident-faucet is leaking from the base. #11768, 11767  Tafoya J-5: Ceiling tiles have holes or stains #6952  Tafoya K1: Ceiling tiles have holes or stains.#6955  Tafoya K-2: Missing floor tiles, cracked tile by sink.#6964  Tafoya K-3: Ceiling tiles have holes or stains-stained tiles. #11771  Tafoya K-5: Ceiling tiles have holes or stains-stained tiles. #11775  Tafoya K6: Ceiling tiles have holes or stains-stained tiles, in copy room outside of classroom. A leak is evident-base of faucet. Drinking fountain is loose. #11774, 11773, 11772  Tafoya N-1: Ceiling tiles have holes or stains #6957  Tafoya N2: Base board is falling off under front window. Ceiling tiles have holes or stains-stained tiles. Shelving over 4' not secure to wall. #11765, 11763, 11762  Tafoya North Boys Restroom: Walls appear to have hazards from tears and holes, tile cracked behind urinal. Coat hook in ADA stall is broken. #6948  Tafoya Library: Carpet is bubbling, trip hazard in front of main reception desk. #6964  Tafoya Office: Ceiling tiles have holes or stains in copy room. #6970, Ceiling tiles have holes or stains-principles office, copy room. Shelving over 4' not secure to wall. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-low voltage box in copy room behind printer is broken. Water pressure is inadequate-drinking fountains by staff restroom has low pressure. A leak is evident-staff room sink drips. #11799, 11798, 11796, 11795, 11793  Tafoya P-1: Missing floor tiles, Walls appear to have hazards from tears and holes, wall base in restroom needs to be redone. Inadequate repair. #6971  Tafoya P-2: Shelving over 4' is not secure to wall, in bathroom. Door does not close without assistance, back door. #11753  Tafoya Rm F2: Shelving over 4' is not secure to the wall. #11781</p>
<p><b>Cleanliness:</b>  Overall Cleanliness, Pest/Vermin Infestation</p>	<p>X</p>		<p>Ramon F K Wing Girls Restroom: Light fixtures are NOT working properly-In ADA stall. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Restrooms are NOT fully operational-Faucet handle comes off. #11802, 11800  Ramon MPR: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-coming from windows in MPR. Walls appear to have hazards from tears and holes-</p>

## School Facility Conditions and Planned Improvements

			<p>crack in wall above storage door, also under window by custodial closet. Ceiling tiles have holes or stains-around vent in band room. Ceiling tiles have holes or stains-several tiles are starting to fall. Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-ceiling in litchen has a water bubble in the ceiling. Fewer than five percent of the bulbs have burned out-in MPR. Fewer than five percent of the bulbs have burned out-in kitchen. #11790, 11789, 11787</p> <p>North Boys Restroom: Facilities area inadequately stocked and odor present, bad urine odor present. #6958</p> <p>There is evidence of a major pest or vermin infestation, ants all over floor. #6958</p> <p>Tafoya D2: Area appears to be unclean with more than minimal dirt, dust, or buildup, at the base of the flush valve it is very dirty. #6963</p> <p>M2: There is evidence of a major pest or vermin infestation, ants on drinking fountain at sink. #6964</p> <p>Tafoya F K Wing Girls Restroom: There is evidence of a major pest or vermin infestation, ants all over floor. #6549</p> <p>Tafoya F K wing Boys Restroom: There is evidence of a major pest or vermin infestation, ants all over floor. #6948</p> <p>Tafoya E-6: There is evidence of a major pest or vermin infestation, ants trailing on counter. #6965</p>
<p><b>Electrical</b></p>	<p>X</p>		<p>Tafoya E2: Lighting does not appear to be adequate #6944</p> <p>Tafoya E4: Lighting does not appear to be adequate #6945</p> <p>Tafoya J1: Lighting does not appear to be adequate #6950</p> <p>Tafoya J4: Lighting does not appear to be adequate #6953</p> <p>Tafoya J-5: Lighting does not appear to be adequate #6952</p> <p>North Boys Restroom: Lighting does not appear to be adequate #6958</p> <p>Tafoya C- 2.5: Lighting does not appear to be adequate, bulb out. #6951</p> <p>Tafoya C-1: Lighting does not appear to be adequate #6960</p> <p>Tafoya C-2: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access, low voltage wire exposed near old aux cable above fire extinguisher. #6961</p> <p>Tafoya D1: Lighting does not appear to be adequate, light out. #6948</p> <p>Tafoya D-3: Lighting does not appear to be adequate #6964</p> <p>Tafoya E-1: Lighting does not appear to be adequate #6964</p> <p>Tafoya E3: Lighting does not appear to be adequate #6964</p> <p>Tafoya E5: Lighting does not appear to be adequate Lighting is flickering #6964</p>

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			<p>Tafoya E-6: Lighting does not appear to be adequate #6965  Tafoya F-3: Lighting does not appear to be adequate #6964  Tafoya J-2: Lighting does not appear to be adequate #6964  Tafoya J3: Lighting does not appear to be adequate #6964  Tafoya J6: Lighting does not appear to be adequate #6964  Tafoya K-2: Lighting does not appear to be adequate #6964  Tafoya Library: Lighting does not appear to be adequate #6964  Tafoya M2: Lighting does not appear to be adequate #6964  Tafoya Office: Ceiling tiles have holes or stains-principles office, copy room. Shelving over 4' not secure to wall. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-low voltage box in copy room behind printer is broken. Water pressure is inadequate-drinking fountains by staff restroom has low pressure. A leak is evident-staff room sink drips. #11799, 11798, 11796, 11795, 11793  Tafoya P-1: Lighting does not appear to be adequate #6971</p>
<p><b>Restrooms/Fountains:</b>  Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>Ramon F K wing Boys Restroom: Restrooms are NOT fully operational-Faucet loose. #11830  Ramon F K wing Girls Restroom: Light fixtures are NOT working properly-In ADA stall. Restrooms are NOT stocked with menstrual products in compliance with AB 367. Restrooms are NOT fully operational-Faucet handle comes off. #11802, 11800  Tafoya F K wing Boys Restroom: Restrooms are NOT fully operational, second faucet is loose. #6948  Tafoya F K Wing Girls Restroom: A leak is evident on third stall flush valve tailpiece. Second faucet is dripping. #6949  Tafoya North Girls Restroom: Restrooms are NOT fully operational, first faucet is not connected #6959  Tafoya D2: Restrooms are NOT fully operational, toilet flush time needs to be adjusted. #6963, A leak is evident-faucet is leaking. #11752  Tafoya Girls MP Restroom: Restrooms are NOT fully operational, all faucets are loose. A leak is evident, third stall at base of flush valve. #6967  Tafoya J3: Ceiling tiles have holes or stains-holes in tiles/stained. A leak is evident-faucet is leaking from the base. #11768, 11767  Tafoya K-2: A leak is evident-faucet is spraying from neck. #11769  Tafoya K6: Ceiling tiles have holes or stains-stained tiles, in copy room outside of classroom. A leak is evident-base of faucet. Drinking fountain is loose. #11774, 11773, 11772  Tafoya M1: Vents or grills are excessively dusty or dirty-both vents. Water pressure is inadequate-in drinking fountain. #11778, 11777</p>

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			<p>Tafoya M2: Vents or grills are excessively dusty or dirty. A leak is evident-sink drips. Handled on site.</p> <p>Tafoya M3: A leak is evident on drinking fountain. #6968</p> <p>Tafoya Office: Ceiling tiles have holes or stains-principles office, copy room. Shelving over 4' not secure to wall. Outlet, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-low voltage box in copy room behind printer is broken. Water pressure is inadequate-drinking fountains by staff restroom has low pressure. A leak is evident-staff room sink drips. #11799, 11798, 11796, 11795, 11793</p> <p>Tafoya P-1: Faucet is loose. Drinking fountain handle is broken. Door does not close without assistance, back door. #11756, 11755, 11754</p>
<p><b>Safety:</b> Fire Safety, Hazardous Materials</p>	X		<p>Tafoya Multipurpose Room: Paint is peeling, chipping, or cracking on door mullions. #6956</p> <p>Tafoya Office: Paint is peeling, chipping, or cracking on door to main campus.#6970</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>Tafoya P-1: Faucet is loose. Drinking fountain handle is broken. Door does not close without assistance, back door. #11756, 11755, 11754</p>

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

## B. Pupil Outcomes

## State Priority: Pupil Achievement

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

### Statewide Assessments

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

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

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

### 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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessments 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 CAA divided by the total number of students who participated in both assessments.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	36	33	39	39	47	48
<b>Mathematics</b> (grades 3-8 and 11)	27	25	25	26	35	37

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: 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	445	440	98.88	1.12	32.50
Female	215	215	100.00	0.00	34.42
Male	230	225	97.83	2.17	30.67
American Indian or Alaska Native	--	--	--	--	--
Asian	73	73	100.00	0.00	39.73
Black or African American	18	17	94.44	5.56	47.06
Filipino	--	--	--	--	--
Hispanic or Latino	267	264	98.88	1.12	24.62
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	36	35	97.22	2.78	31.43
White	41	41	100.00	0.00	63.41
English Learners	118	116	98.31	1.69	7.76
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	57	56	98.25	1.75	26.79
Socioeconomically Disadvantaged	360	355	98.61	1.39	27.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	69	67	97.10	2.90	10.45

## 2024-25 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	445	439	98.65	1.35	24.66
<b>Female</b>	215	215	100.00	0.00	21.40
<b>Male</b>	230	224	97.39	2.61	27.80
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	73	73	100.00	0.00	35.62
<b>Black or African American</b>	18	17	94.44	5.56	29.41
<b>Filipino</b>	--	--	--	--	--
<b>Hispanic or Latino</b>	267	264	98.88	1.12	16.35
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	36	34	94.44	5.56	29.41
<b>White</b>	41	41	100.00	0.00	51.22
<b>English Learners</b>	118	116	98.31	1.69	6.90
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	57	56	98.25	1.75	14.29
<b>Socioeconomically Disadvantaged</b>	360	354	98.33	1.67	19.26
<b>Students Receiving Migrant Education Services</b>	--	--	--	--	--
<b>Students with Disabilities</b>	69	67	97.10	2.90	8.96

## 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 for Science. 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 CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
<b>Science</b> (grades 5, 8 and high school)	20.72	16.07	19.03	22.64	30.73	32.33

## 2024-25 CAASPP Test Results in Science by Student Group

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	112	100.00	0.00	16.07
Female	48	48	100.00	0.00	12.50
Male	64	64	100.00	0.00	18.75
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	27.27
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	62	62	100.00	0.00	11.29
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	12	100.00	0.00	25.00
English Learners	27	27	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	16	16	100.00	0.00	0.00
Socioeconomically Disadvantaged	90	90	100.00	0.00	11.11
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	17	17	100.00	0.00	5.88

### 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.

## 2024-25 California Physical Fitness Test Participation Rates

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 requires only participation results 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	89.7%	94.8%	94.8%	96.6%	94.8%

## 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.

#### 2025-26 Opportunities for Parental Involvement

Tafoya Elementary deeply values strong partnerships with families and recognizes that parent involvement plays a vital role in student success. Families are invited to participate in a wide range of school activities, including cultural celebrations, award ceremonies, music and theater performances, Back to School Night, Open House, and parent-teacher conferences. These events strengthen communication and connection between home and school, ensuring families remain informed and engaged in student learning and school-wide initiatives.

Parents may expand their involvement in many ways throughout the year. Our PTA plays an especially active role in building community and enriching students' experiences by organizing events such as Movie Nights, seasonal festivals, and family engagement activities, and by helping fund field trips and other enrichment opportunities. Parents who wish to volunteer are encouraged to begin the clearance process by contacting our CAFE Specialist, Yesenia Perez, at (530) 666-4324, ext. 4, or [yesenia.perez@wjUSD.org](mailto:yesenia.perez@wjUSD.org). Families are also invited to participate in school leadership groups, including the Parent Teacher Association (PTA), School Site Council (SSC), and English Learner Advisory Committee (ELAC), each of which provides meaningful opportunities to help shape school programs, review student data, and support family engagement.

To learn more about involvement opportunities, families may visit the Tafoya website under the Families section or call the school office at (530) 666-4324. Tafoya is committed to maintaining an inclusive, welcoming environment where every family feels valued as a partner in their child's educational journey.

## 2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	835	811	213	26.3
Female	413	403	107	26.6
Male	422	408	106	26.0
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	158	155	23	14.8
Black or African American	32	32	17	53.1
Filipino	--	--	--	--
Hispanic or Latino	453	443	126	28.4
Native Hawaiian or Pacific Islander	11	11	1	9.1
Two or More Races	46	46	15	32.6
White	84	76	20	26.3
English Learners	242	233	53	22.7
Foster Youth	--	--	--	--
Homeless	23	20	10	50.0
Socioeconomically Disadvantaged	676	663	198	29.9
Students Receiving Migrant Education Services	21	21	4	19.0
Students with Disabilities	140	137	40	29.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

### 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 data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.99	1.7	4.07	6.5	5.87	6.43	3.6	3.28	2.94

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0	0	0	0.03	0.05	0.07	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2024-25 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.07	0.00
Female	2.91	0.00
Male	5.21	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.27	0.00
Black or African American	9.38	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.86	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	6.52	0.00
White	3.57	0.00
English Learners	4.13	0.00
Foster Youth	0.00	0.00
Homeless	4.35	0.00
Socioeconomically Disadvantaged	4.73	0.00
Students Receiving Migrant Education Services	4.76	0.00
Students with Disabilities	5.00	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

## 2025-26 School Safety Plan

Tafoya Elementary maintains a comprehensive and annually updated Comprehensive School Safety Plan (CSSP), which outlines procedures and responsibilities for ensuring the safety of students, staff, and visitors. The plan was last reviewed and updated December 2025, and includes signatures from representatives of administration, certificated and classified staff, School Site Council, ELAC, a student representative, and the School Resource Officer. The CSSP is reviewed with the School Site Council and shared with staff, and key elements are discussed with students through classroom instruction, drills, and student leadership groups.

The safety plan outlines procedures for emergencies and disasters, including lockdowns, evacuations, fire, earthquake, and medical emergencies. Each classroom is equipped with an emergency folder containing lockdown, shelter-in-place, and evacuation directions, rosters, and maps, and drills are conducted regularly throughout the year. The plan also includes detailed protocols for child abuse reporting, suspension and expulsion guidelines, sexual harassment policies, procedures for notifying teachers of student safety concerns, and strategies for maintaining safe ingress and egress on campus. Tafoya keeps all gates locked during the school day, uses security cameras at entry and exit points, and provides walkie-talkies to all classroom teachers to maintain communication during recess and emergencies

Key components of the CSSP also address the creation of a safe and orderly school environment, including PBIS systems, the Little Heroes recess program, anti-bullying procedures (including a student QR-code reporting form), and ongoing efforts to improve playground supervision and bathroom safety. The school safety team meets monthly to review data from staff, student, and parent surveys; evaluate site needs; and recommend improvements. Through these systems, Tafoya works to ensure that students feel safe both physically and emotionally and that the entire school community is prepared to respond quickly and effectively in an emergency.

## 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.

## 2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	5	0
1	22	1	4	0
2	28	0	4	0
3	28	0	4	0
4	30	0	4	0
5	31	0	3	0
6	24	1	4	0
Other	16	2	2	0

## 2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	0	4	0
1	25	0	4	0
2	18	1	5	0
3	22	1	4	0
4	21	1	4	0
5	30	0	4	0
6	24	1	3	0
Other	0	0	0	0

## 2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	23		4	
1	26		4	
2	19	1	4	
3	21	1	4	
4	27		4	
5	28		4	
6	29		4	

## 2024-25 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	522

## 2024-25 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.5
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	1
<b>Social Worker</b>	
<b>Nurse</b>	0.5
<b>Speech/Language/Hearing Specialist</b>	1.5
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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
<b>School Site</b>	\$8,819	\$2,110	\$6,709	\$111,145
<b>District</b>	N/A	N/A	\$6,650	\$105,580
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.9	5.1
<b>State</b>	N/A	N/A	\$11,146	\$100,065
<b>Percent Difference - School Site and State</b>	N/A	N/A	-49.7	10.5

## Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,363 to educate each student (based on 2023-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2023--2024 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, 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 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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>	\$53,155	\$62,145
<b>Mid-Range Teacher Salary</b>	\$75,690	\$97,088
<b>Highest Teacher Salary</b>	\$108,398	\$120,436
<b>Average Principal Salary (Elementary)</b>	\$123,297	\$151,343
<b>Average Principal Salary (Middle)</b>	\$129,274	\$159,514
<b>Average Principal Salary (High)</b>	\$142,605	\$177,261
<b>Superintendent Salary</b>	\$286,624	\$294,805
<b>Percent of Budget for Teacher Salaries</b>	28.91%	29.95%
<b>Percent of Budget for Administrative Salaries</b>	4.96%	5.4%

## Professional Development

Tafoya Elementary provides multiple opportunities for professional development designed to strengthen instructional practice and support improved student outcomes. Our highly collaborative staff engages in regular professional learning community (PLC) cycles focused on analyzing student data, aligning instruction, and planning targeted intervention and enrichment. Using site funds, Tafoya sent members of the Guiding Coalition to the Solution Tree PLC at Work summer conference in July 2025 to deepen their expertise and strengthen collaborative team structures across the school. In June 2025, teachers also participated in GLAD training, which offers high-leverage instructional strategies that benefit all students, including multilingual learners. In October 2025, Tafoya launched its own teacher-led professional learning series, Hawk Talks. Hawk Talks sessions feature high-impact instructional practices such as Building Thinking Classrooms, close reading strategies, integration of reading and writing across subjects, and effective EL supports. Teachers also receive sustained EL coaching from our site specialist through modeling, co-planning, classroom support, and feedback. Additional professional development is supported through release time for peer observations and partnerships with organizations such as the UC Davis Math Project. This system ensures that teachers have the tools, shared expertise, and aligned instructional practices needed to help every student SOAR.

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

Subject	2023-24	2024-25	2025-26
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	5	5	3.5