Woodson 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

School Name	Woodson Elementary School
Street	N150 Toomes Ave.
City, State, Zip	Corning , CA 96021
Phone Number	530.824.7720
Principal	Jason Dell
Email Address	jdell@cuesd.net
School Website	https://www.woodsoncuesd.org/
Grade Span	K-6
County-District-School (CDS) Code	52-71498-0102301

2025-26 District Contact Information

District Name	Corning Union Elementary School District
Phone Number	530.824.7700
Superintendent	Tiffany Dietz
Email Address	tdietz@cuesd.net
District Website	https://www.corningelementary.org/

2025-26 School Description and Mission Statement

Woodson Elementary is a neighborhood TK-6 school serving approximately 500 students. Our educational program encourages the development of good citizenship, personal responsibility, self respect and the respect of others through a school wide Positive Behavior Intervention and Supports program (PBIS). The school has a strong academic focus, with an emphasis on Language Arts and Mathematics. Students are expected to follow the School Wide Positive Behavior expectations which include showing safety, responsibility and respect. Together the staff has envisioned a school that is family friendly and academically challenging. Our school places an emphasis on writing and sets high standards for student writing across all curricular areas. Students who are not meeting standards are regularly monitored. ELD students are provided differentiated instruction each day. We are committed to continuously improving our program and practice to provide every student with an outstanding education. Woodson Elementary Schools Mission Statement is: "A timeless place, exploring visions of the future, guiding all learners on a journey, as they honor the past, celebrate the present, and dream about the future." Purpose Statemen: To empower our students to be their best selves by generating excitement, inspiring positivity, and nurturing joy in the whole child pursuit.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	87
Grade 1	55
Grade 2	61
Grade 3	71
Grade 4	75
Grade 5	90
Grade 6	47
Total Enrollment	486

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.7
Male	54.3
American Indian or Alaska Native	0.6
Asian	0.4
Hispanic or Latino	74.1
Two or More Races	2.3
White	22.6
English Learners	42.4
Foster Youth	0.4
Homeless	7.4
Migrant	0.6
Socioeconomically Disadvantaged	89.9
Students with Disabilities	11.9

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	25.6	100	85.1	92.55	234405.2	84
Intern Credential Holders Properly Assigned	0	0	1	1.09	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	1	1.09	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	3.8	4.19	11953.1	4.28
Unknown/Incomplete/NA	0	0	1	1.09	15831.9	5.67
Total Teaching Positions	25.6	100	91.9	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	26	92.86	86.1	88.72	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1	3.57	4.9	5.14	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	1.6	1.67	11746.9	4.23
Unknown/Incomplete/NA	1	3.57	4.3	4.46	14303.8	5.15
Total Teaching Positions	28	100	97.1	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	19	86.36	80.3	87.16	230039.4	100
Intern Credential Holders Properly Assigned	0	0	5	5.42	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2	9.09	3	3.25	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1	4.55	2.8	3.07	12112.8	4.34
Unknown/Incomplete/NA	0	0	1	1.08	13705.8	4.91
Total Teaching Positions	22	100	92.1	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
Permits and Waivers	0.00	0	2
Misassignments	0.00	1	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1	2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0	1
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	1

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	3.8	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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

Year and month in which the data were collected	August 2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark ELA 2024 (TK-6th)	0
Mathematics	Math Expressions 2017 (TK-5th grades) CPM 2015 (6-8th grades)	0
Science	McGraw Hill "California Inspire Science" 2023 (TK - 5th) Teachers Curriculum Institute "Bring Science Alive" 2023 (6th)	0
History-Social Science	Houghton Mifflin CDE 2006/ Glencoe (TK-6th)	0

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

School Facility Conditions and Planned Improvements

The school is currently 22 years old. The facilities are inspected monthly to ensure their safety and adequacy. Only minor repairs are needed at this time. The HVAC units were replaced in the Spring of 2024.

Year and month of the most recent FIT report	October 2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	A few bathrooms need minor repairs. Flushometer needs repair on the blacktop bathroom.IS scheduled. Some pest signs have bee reported.

School Facility Conditions and Planned Improvements

Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

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

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

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

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

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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
English Language Arts/Literacy (grades 3-8 and 11)	23	28	22	25	47	48
Mathematics (grades 3-8 and 11)	21	24	17	19	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	289	276	95.50	4.50	27.54
Female	131	126	96.18	3.82	30.16
Male	158	150	94.94	5.06	25.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	216	203	93.98	6.02	24.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	64	64	100.00	0.00	37.50
English Learners	126	115	91.27	8.73	8.70
Foster Youth	--	--	--	--	--
Homeless	24	18	75.00	25.00	11.11
Military	--	--	--	--	--
Socioeconomically Disadvantaged	264	251	95.08	4.92	25.50
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	47	95.92	4.08	6.38

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
All Students	289	285	98.62	1.38	23.86
Female	131	130	99.24	0.76	20.00
Male	158	155	98.10	1.90	27.10
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	216	212	98.15	1.85	19.81
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	64	64	100.00	0.00	35.94
English Learners	126	124	98.41	1.59	10.48
Foster Youth	--	--	--	--	--
Homeless	24	23	95.83	4.17	13.04
Military	--	--	--	--	--

Socioeconomically Disadvantaged	264	260	98.48	1.52	22.69
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	49	47	95.92	4.08	8.51

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
Science (grades 5, 8 and high school)	15.38	13.79	14.39	12.59	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	91	88	96.70	3.30	13.64
Female	48	47	97.92	2.08	14.89
Male	43	41	95.35	4.65	12.20
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	64	62	96.88	3.12	12.90
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	24	23	95.83	4.17	8.70
English Learners	37	36	97.30	2.70	2.78
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	84	81	96.43	3.57	12.35
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	16	14	87.50	12.50	14.29

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	96.7%	97.8%	97.8%	97.8%	96.7%

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

Parents normally have an opportunity to be involved at Woodson in a variety of ways. The PTC (Parent Teacher Club) meets regularly and sponsored several family activity nights which are free opportunities for families to have fun while learning together. Parent volunteers are an active part of our school community. Parents are involved along the way, from helping with fundraisers, chaperoning field trips, and reading books to classes. Parent Square is a communications platform between staff and parents that we utilize regularly.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	565	537	69	12.8
Female	260	248	33	13.3
Male	305	289	36	12.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	425	402	45	11.2
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	13	11	2	18.2
White	117	114	22	19.3
English Learners	255	240	24	10.0
Foster Youth	--	--	--	--
Homeless	60	51	6	11.8
Socioeconomically Disadvantaged	519	492	63	12.8
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	91	87	11	12.6

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
4.44	0.89	0.71	5.05	2.73	3.64	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	0.18	0	0.05	0.09	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	0.71	0.18
Female	0.00	0.00
Male	1.31	0.33
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.47	0.24
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.71	0.00
English Learners	0.39	0.39
Foster Youth	0.00	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	0.77	0.19
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.10	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

Woodson Elementary School is committed to the safety and security of each student. To maintain conditions which contribute to the best possible learning environment, the School Safety Plan includes the following elements:

1. Child Abuse report: Teachers and other school employees are required by law to report any cases of suspected child abuse or child neglect. Reports are investigated by the Department of Social Services to determine if any follow-up on the report is necessary.

2. Disaster Procedure: In order to ensure the safety of students, the school safety committee has created a comprehensive Disaster Preparedness Plan. Emergency drills and lock-downs are held and evaluated for effectiveness. The district utilizes a safety communications program called Catapult. This allows for immediate and streamlined communication during emergency situations.

3. School wide dress code: The Woodson staff believes that a clearly defined dress code contributes to a positive school environment. Parents support the school policy. The primary standards for student dress and grooming include that the student should be clean and neat at school. The student should not wear clothing that compromise safety or modesty or is disruptive to the learning environment.

4. Safe and Orderly environment: Woodson Elementary believes a safe and orderly environment is necessary to ensure a positive learning experience for all students. Regular supervision of students is the core of creating and maintaining a safe and orderly environment. Teachers, administrators and campus supervisors interact with students to reinforce behavioral expectations and safety standards. The Woodson Elementary Safety Plan was reviewed and updated in the Fall of 2024. Administration, staff, and site council members reviewed and approved the plan in December of 2024. Woodson Elementary

2025-26 School Safety Plan

School regularly practices safety drill exercises that extend beyond the required monthly fire drill.

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	3	0
1	23	0	3	0
2	23	0	3	0
3	18	1	3	0
4	24	0	3	0
5	21	1	2	0
6	24	0	2	0
Other	12	1	0	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	20	1	2	0
1	22	0	3	0
2	22	0	3	0
3	24	0	3	0
4	24	0	3	0
5	22	1	2	0
6	26	0	12	0
Other	12	1	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	25		2	
1	18	3		
2	20	3		
3	23		3	
4	23		3	
5	30		3	
6	24		12	
Other	11	1		

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	489

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
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	1
Social Worker	0.2
Nurse	0.2
Speech/Language/Hearing Specialist	0.8
Resource Specialist (non-teaching)	
Other	5

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
School Site	$21,450	$7,659	$13,791	$75,418
District	N/A	N/A	$12,913	$77,202
Percent Difference - School Site and District	N/A	N/A	6.6	-2.3
State	N/A	N/A	$11,146	$100,089
Percent Difference - School Site and State	N/A	N/A	21.2	-28.1

Fiscal Year 2024-25 Types of Services Funded

Woodson Elementary provides students with a variety of extra support services funded under the site budget. These services include class support for reading instruction through the use of instructional aides, small group assistance and after school tutoring.

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
Beginning Teacher Salary	$56,222	$61,516
Mid-Range Teacher Salary	$73,209	$95,479
Highest Teacher Salary	$108,855	$125,208
Average Principal Salary (Elementary)	$128,569	$152,668
Average Principal Salary (Middle)	$136,237	$156,487
Average Principal Salary (High)		$165,427
Superintendent Salary	$197,496	$242,781
Percent of Budget for Teacher Salaries	22.95%	29.76%
Percent of Budget for Administrative Salaries	4.9%	5.74%

Professional Development

2023-2024 Priority goals were derived from district and school site data as has been our practice. We continue to focus on ELA, ELD and Math. Professional Development has shifted to largely coaching models in the classroom, in both Math and ELA, specifically writing. Early release Mondays remain focused on PLC's and Professional Development opportunities. We have a district wide cadre composed of teachers from 3rd grade through 8th grade and focuses on writing. They continue to meet and participate in periodic professional development on early release days throughout the year.

2024-2025 Based on student performance data on CAASPP, CELDT, and current LCAP goals, Three staff in-service days and

Professional Development

33 minimum days were scheduled during the school year for professional development in the areas of reading, math, technology, ELD, and writing instruction. PD is delivered in workshops, conferences, and/or after school training and through collaboration with grade level teams. Support during implementation is provided with, but not limited to; ongoing grade level meetings at the district and site levels, teacher-principal meetings, school site staff training, and district curriculum support instructional coaches.

2025-2026 Professional development has focused on ELD and Foundational skills as well as continuing support in Math curriculum implementation and assessment. The District provides 31 Monday Early Release days which are split 50/50 for teachers to participate in grade level PLC's and District level professional development. Three additional days of Professional Development were provided at the beginning of 2025-2026.

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3