

Spring Lake 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	Spring Lake Elementary School
Street	2209 Mickle Avenue
City, State, Zip	Woodland, CA 95776
Phone Number	530-406-5899
Principal	Stacey Falconer
Email Address	stacey.falconer@wjusd.org
School Website	https://springlake.wjUSD.org
Grade Span	K-6
County-District-School (CDS) Code	57 72710 0138180

2025-26 District Contact Information

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

2025-26 School Description and Mission Statement

Spring Lake Elementary is an open-enrollment public elementary school in the Woodland Joint Unified School District. Our school has a focus on STEAM-aligned instruction where the STEAM disciplines (science, technology, engineering, art, and math) are integrated throughout academic content to provide rigorous, engaging, and industry-relevant instructional programming to promote development of critical thinking skills and academic proficiency.

Spring Lake Elementary serves a diverse community of approximately 400 students in grades TK-6. Our school first opened in 2018, making it the newest campus in WJUSD. Our overarching goal at Spring Lake Elementary is to provide students engaging and meaningful learning experiences that help develop 21st century skills in an inclusive, welcoming, and supportive environment grounded in the STEAM disciplines.

Our Vision Statement:

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

Our Mission Statement:

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

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	53
Grade 2	54
Grade 3	53
Grade 4	57
Grade 5	54
Grade 6	49
Total Enrollment	387

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
Asian	19.9
Black or African American	2.8
Filipino	1.8
Hispanic or Latino	26.4
Native Hawaiian or Pacific Islander	0.3
Two or More Races	9.6
White	35.1
English Learners	7.2
Foster Youth	0.3
Socioeconomically Disadvantaged	34.6
Students with Disabilities	14.5

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)	15.2	100	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	0	0	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	14.8	3.05	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	0	0	18	3.7	15831.9	5.67
Total Teaching Positions	15.2	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.1	91.89	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1	6.05	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.3	2	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	16.5	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.6	91.27	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	1	5.82	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.5	2.91	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0	0	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	17.1	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	0.3	0.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0.3	0.5

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	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	0	0

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	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0	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.

Year and month in which the data were collected	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
Reading/Language Arts	McGraw Hill Wonders, Grades K-3 and Benchmark Education, Grades 4-6 Adopted 2017	0.0%
Mathematics	Houghton Mifflin Harcourt –Math Expressions Adopted 2014	0.0%
Science	Twig Science K-5 Amplify Science 6-8 Saavas 9-12 Adopted 2024	0.0%
History-Social Science	Adopted 2023: TCI Social Studies Alive! for grades K - 6 McGraw-Hill IMPACT for grade 7, 8, and 10 McGraw-Hill Principles of Economics and Principles of American Democracy for grade 12 McGraw-Hill Understanding Psychology McGraw-Hill Sociology: A Brief Introduction	
Health	Health Connected: Puberty Talks Adopted 2020	0.0%

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

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 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 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

11/19/25

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			MPR: Clean up paint walls in custodial closet #11794
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation		X		D3: Unsecured items too high in collaboration room #11784 E1: Unsecured items too high #11786 E2: Unsecured items too high #11788 Media Center: Unsecured items too high #11791 Room 4: Unsecured items too high #11807 Room 5: Unsecured items too high #11807
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			B3: Water pressure is inadequate on drinking fountain #11770 Custodial closet: A leak is evident on the faucet #11782 E2: Water pressure is inadequate on drinking fountain #11788 Restroom: Second sink faucet is loose #11797
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)	68	68	39	39	47	48
Mathematics (grades 3-8 and 11)	69	64	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	216	215	99.54	0.46	67.91
Female	108	107	99.07	0.93	68.22
Male	108	108	100.00	0.00	67.59
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	64.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	57.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	73.08
White	84	83	98.81	1.19	74.70
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	22	22	100.00	0.00	68.18
Socioeconomically Disadvantaged	79	79	100.00	0.00	54.43
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	36.84

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	216	214	99.07	0.93	64.02
Female	108	106	98.15	1.85	61.32
Male	108	108	100.00	0.00	66.67
American Indian or Alaska Native	0	0	0	0	0
Asian	37	37	100.00	0.00	64.86
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	53.57
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	25	96.15	3.85	68.00
White	84	83	98.81	1.19	71.08
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	22	22	100.00	0.00	50.00
Socioeconomically Disadvantaged	79	78	98.73	1.27	44.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	37	97.37	2.63	27.03

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)	56.86	50	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	55	54	98.18	1.82	50.00
Female	30	29	96.67	3.33	51.72
Male	25	25	100.00	0.00	48.00
American Indian or Alaska Native	0	0	0	0	0
Asian	11	11	100.00	0.00	45.45
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	--	--	--	--	--
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	22	22	100.00	0.00	59.09
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	21	20	95.24	4.76	35.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

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

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	100%	100%	98.3%	98.3%	93.1%

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

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

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

Student input and feedback is also a critically-valued part of the decision-making process for our school. Student input is obtained in a variety of ways including monthly meetings with our two formal student organizations (Student Leadership and the Youth Advisory Council) who meet regularly with the school principal and other school staff to plan and implement student-led activities, provide input on our School Safety Plan and School Plan for Student Achievement, analyze quantitative and qualitative data surrounding the culture and climate of our school, and partner with school staff in crafting solutions for identified areas of need. Students are also asked to complete an annual survey about our school culture and climate and their school experiences; students in grades 2-6 participate in these surveys.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	392	392	14	3.6
Female	188	188	7	3.7
Male	204	204	7	3.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	79	79	4	5.1
Black or African American	11	11	1	9.1
Filipino	--	--	--	--
Hispanic or Latino	105	105	7	6.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	37	37	1	2.7
White	138	138	0	0.0
English Learners	30	30	2	6.7
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	136	136	10	7.4
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	69	69	4	5.8

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
0	0	0.77	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	0.77	0.00
Female	0.53	0.00
Male	0.98	0.00
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	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	2.70	0.00
White	1.45	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.74	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	4.35	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

Our 2025-26 Safety Plan was reviewed, discussed and updated by staff and approved by the School Site Council on December 15, 2025 after being reviewed with our English Learner Advisory Committee, and staff and student representatives. Throughout the 2025-26 school year, we will solicit input and feedback from each of our school community groups through parent, student, and staff surveys and gathering in-person feedback at Coffee with the Principal, School Site Council, PTO, ELAC meetings, Principal's Youth Advisory Council meetings, staff meetings, and parent focus group meetings.

Parent Input Feedback: A site-based parent survey was sent to families in Spring 2025 to solicit feedback regarding Spring Lake's school culture and climate. Additionally, parents had the opportunity to complete the annual California Healthy Kids Survey in 2025 to provide feedback on site safety and connectedness. Data and comments were analyzed from these surveys, and from feedback provided from our Site Council, ELAC, and during Coffee with the Principal meetings to inform the revision of the School Safety Plan.

Student Input & Feedback: Comprehensive input from students regarding the safety of our school campus was obtained from site-based student surveys in Spring 2025 and Fall 2025, the California Healthy Kids Survey in 2025, and from in-person feedback and input during monthly Youth Advisory Committee meetings and weekly Site Leadership Club meetings.

Student, parent, and staff feedback from the abovementioned surveys and interest group meetings was analyzed and discussed, yielding the following areas for improvement: 1) Disrespectful/discourteous behavior and language used among students that causes conflict, 2) low student ratings on surveys in the metric of "meaningful participation", and 3) a perception by students that our field and bathrooms are the least safe spaces on campus. Other than these three areas, staff, students, and families continue to rate Spring Lake Elementary as a place that is physically and emotionally safe and where students and families feel connected and supported.

In response to the areas identified for improvement, the following actions are planned to take place during the 2025-26 school year: 1) Additional training and job performance feedback will be provided to Noon Duties to improve supervision and responsiveness during lunch recess with specific emphasis on the field and bathroom areas, 2) Tier 1 whole-class lessons will be implemented monthly by our school counselor and teachers to students on the topics of politeness, respect, inclusivity, empathy, conflict resolution strategies, and anti-bullying, 3) the site principal will work with the Youth Advisory Committee and Student Leadership Club to further investigate the low ratings in the area of "meaningful participation" to find ways to improve in this area, and 4) the site principal will work with staff and students to look for solutions to better understand and improve students' perceptions of a lack of safety in school bathrooms.

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	27	0	2	0
2	26	0	2	0
3	25	0	2	0
4	25	0	2	0
5	21	1	1	0
6	31	0	1	0
Other	0	0	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	26	0	2	0
1	26	0	2	0
2	27	0	2	0
3	26	0	2	0
4	25	0	2	0
5	26	0	2	0
6	20	2	0	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	22		2	
1	27		2	
2	27		2	
3	27		2	
4	29		2	
5	27		2	
6	25		2	

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	746

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)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.3
Social Worker	
Nurse	0.3
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

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	\$8,232	\$1,957	\$6,275	\$95,563
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	-5.8	-10.0
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-55.9	-4.6

Fiscal Year 2024-25 Types of Services Funded

Woodland Joint Unified School District spent an average of \$10,383 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 2024--2025 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
Beginning Teacher Salary	\$53,155	\$62,145
Mid-Range Teacher Salary	\$75,690	\$97,088
Highest Teacher Salary	\$108,398	\$120,436
Average Principal Salary (Elementary)	\$123,297	\$151,343
Average Principal Salary (Middle)	\$129,274	\$159,514
Average Principal Salary (High)	\$142,605	\$177,261
Superintendent Salary	\$286,624	\$294,805
Percent of Budget for Teacher Salaries	28.91%	29.95%
Percent of Budget for Administrative Salaries	4.96%	5.4%

Professional Development

Staff at Spring Lake Elementary receive ongoing professional development in the areas of establishing Professional Learning Communities (PLCs), student engagement, data analysis training to inform instructional practices, restorative practices, and positive behavior interventions and supports (PBIS). Our 2nd and 3rd grade teachers received 2 full days of Lego Robotics training to support integration of Lego Robotics kits in their classroom instruction. Teachers in grades K-2 also received training on implementation of a new reading difficulties screener.

Professional development is provided during monthly staff meetings, dedicated collaboration meetings on Wednesday afternoons, district-wide professional development days, and through three half-day release days for each grade-level team to meet with site administration.

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	2.5	3	2.5