

Zamora 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	Zamora Elementary School
Street	1716 Cottonwood St.
City, State, Zip	Woodland, CA 95695-5137
Phone Number	(530) 666-3641
Principal	Amanda Walsh
Email Address	amanda.walsh@wjusd.org
School Website	https://zamora.wjusd.org/
Grade Span	K-6
County-District-School (CDS) Code	57-72710-6096671

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

Zamora Elementary School is a vibrant learning community committed to high academic achievement and the development of the whole child. We serve 421 students TK-6th grade, including four Special Day Classes. Guided by Woodland Joint Unified School District's mission to prepare and empower all students for a future of endless possibilities, Zamora fosters a rigorous, culturally relevant, and inclusive environment where every student is supported to reach their personal best. Our school mission emphasizes a school-wide focus on academic excellence, and our Zoonie Pledge reinforces our shared commitment to being safe, respectful, responsible, and active learners. Through standards-based instruction, collaborative Professional Learning Communities, and a focus on positive school culture, Zamora strives to ensure that each student receives high-quality first instruction, targeted intervention, and meaningful enrichment opportunities.

Aligned with District Goals, Zamora Elementary places a strong emphasis on meeting the academic and social-emotional needs of all students, including providing targeted supports to accelerate English Learner achievement through an assets-based approach and intentional language development practices. Staff collaborate to implement an integrated curricular program, communicate consistently with families, and create learning environments where students feel safe, valued, and supported. Students are expected to take responsibility for their learning by attending school regularly, completing assignments, using technology responsibly, and demonstrating positive behavior.

Zamora is dedicated to providing meaningful engagement and leadership opportunities for youth and our proud of our thriving Youth Advisory and Student Councils. Our Home/School Responsibilities Compact reflects a shared belief that student success is a collective commitment among staff, students, and families. Through collaborative practices, family engagement events, leadership opportunities, and a focus on equity and belonging, Zamora Elementary continues to work toward the district's vision of ensuring all students graduate ready for college, career, and lifelong success.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Transitional Kindergarten (TK)	20
Kindergarten	83
Grade 1	58
Grade 2	56
Grade 3	61
Grade 4	48
Grade 5	53
Grade 6	50
Total Enrollment	409

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.9
Male	52.1
Asian	2
Black or African American	0.5
Filipino	0.2
Hispanic or Latino	49.9
Native Hawaiian or Pacific Islander	0.7
Two or More Races	5.4
White	39.1
English Learners	9.8
Foster Youth	0.2
Homeless	0.5
Migrant	1.5
Socioeconomically Disadvantaged	52.3
Students with Disabilities	25.2

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)	15.5	83.41	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	0.1	0.54	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)	1	5.35	8.2	1.68	11953.1	4.28
Unknown/Incomplete/NA	2	10.7	18	3.7	15831.9	5.67
Total Teaching Positions	18.6	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)	13.6	71.98	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.3	7.05	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.9	5.21	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	3	15.77	13.6	2.86	14303.8	5.15
Total Teaching Positions	19	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)	16.2	78.35	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	0	0	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.5	12.03	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	2	9.62	9.7	2.01	13705.8	4.91
Total Teaching Positions	20.7	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
Permits and Waivers	0.00	0	0
Misassignments	0.00	1.3	2.5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	1.3	2.5

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	1.00	0.9	0
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	1.00	0.9	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	7.1	6.2
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	0.0%
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

Zamora Elementary School, originally constructed in 1975, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 22 classrooms, including portables, one library, one multipurpose room, one staff room, and three playgrounds. In 2008-09 a new portable classroom was added to the campus. Facility information is current as of December 22, 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 the time of publication, 100% of restrooms on campus were in working order.

Year and month of the most recent FIT report

12/22/2025 - 12/22/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Administration: Vents or grills are excessively dusty or dirty-above printers. Ceiling tiles have holes or stains-stained tiles in principles office. #11563, 11562 Rm 13: Vents are damaged or missing-gaps around edges. Ceiling tiles have holes or stains-stained. Faucet is loose. #11559, 11558, 11557
Interior: Interior Surfaces			X	Administration: Vents or grills are excessively dusty or dirty-above printers. Ceiling tiles have holes or stains-stained tiles in principles office. #11563, 11562 Boys Restroom (hallway RM6): Cracks in floor. #11537 Boys Restroom (R10): Ceiling tiles have holes or stains-tiles outside room 11 falling and stained. #11553 Girls Restroom (hallway RM6): Cracks in floor-in and out of bathroom. Walls appear to have hazards from tears and holes. #11536, 11535 Girls Restroom (R10): Floor is cracked. Walls appear to have hazards from tears and holes hallway outside of bathroom. #11552, 11551 Portable 23: Ceiling tiles have holes or stains-tile is falling by IDF. Shelving over 4' not secured to the wall. Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional-door sticks on middle stall. #11516, 11515, 11514 Rm 06: Ceiling tiles have holes or stains-stained tiles in storage. Fewer than five percent of the bulbs have burned out. Lighting is flickering-small light by classroom door is going out. #11541, 11540, 11538 Rm 07: Walls appear to have hazards from tears and holes-small storage has hole in far corner. Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light switch by door not installed correctly. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly

School Facility Conditions and Planned Improvements

			<p>covered and secured from pupil access-several light covers are broken. #11542 Rm 13: Vents are damaged or missing-gaps around edges. Ceiling tiles have holes or stains-stained. Faucet is looses. #11559, 11558, 11557 Rm 17: Ceiling tiles have holes or stain-holes. Walls appear to have hazards from tears and holes. #11525, 11524 Rm 18: Walls appear to have hazards from tears and holes. Restrooms are NOT fully operational. Faucet is worn out. #11523, 11522, 11521 Rm 19: Ceiling tiles have holes or stains-hole in tiles. Carpet is wrinkled. #11520, 11519 Rm 21: Paint in peeling on door. #11518</p>
<p>Cleanliness: Overall Cleanliness, Pest/Vermin Infestation</p>		<p>X</p>	<p>Portable 23: Ceiling tiles have holes or stains-tile is falling by IDF. Shelving over 4' not secured to the wall. Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional-door sticks on middle stall. #11516, 11515, 11514 Rm 02: Fewer than five percent of the bulbs have burned out. Water pressure is inadequate-to much power on drinking fountain. #11529, 11528 Rm 04: Fewer than five percent of the bulbs have burned out. Door does not close without assistance. #11532 Rm 05: Fewer than five percent of the bulbs have burned out. Faucet is loose. #11534, 11533 Rm 06: Ceiling tiles have holes or stains-stained tiles in storage. Fewer than five percent of the bulbs have burned out. Lighting is flickering-small light by classroom door is going out. #11541, 11540, 11538 Rm 07: Walls appear to have hazards from tears and holes-small storage has hole in far corner. Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light switch by door not installed correctly. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-several light covers are broken. #11542 Rm 08: Fewer than five percent of the bulbs have burned out. #11546 Rm 09: Fewer than five percent of the bulbs have burned out. Water pressure is inadequate-drinking fountain. #115548, 11547 Rm 11: Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light in storage is missing cover. #11555, 11554 Rm 15: Fewer than five percent of the bulbs have burned out. #11560 Staff Room: Fewer than five percent of the bulbs have burned out. #11530</p>

School Facility Conditions and Planned Improvements

<p>Electrical</p>	<p>X</p>		<p>Rm 03: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light covers broken. #11531 Rm 06: Ceiling tiles have holes or stains-stained tiles in storage. Fewer than five percent of the bulbs have burned out. Lighting is flickering-small light by classroom door is going out. #11541, 11540, 11538 Rm 07: Walls appear to have hazards from tears and holes-small storage has holes in far corner. Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light switch by door not installed correctly. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-several light covers are broken. #11542 Rm 11: Fewer than five percent of the bulbs have burned out. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light in storage is missing cover. #11555, 11554</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>		<p>X</p>	<p>Portable 22: Restrooms are NOT fully operational-first 2 stalls handles are weak. #11517 Boys Restroom: Restrooms are NOT fully operational-urinal is broken. #11545 Girls Restroom: First sink is missing handle and runs for a long time. #11544 Kitchen: First faucet leaks. #11526 Portable 23: Ceiling tiles have holes or stains-tile is falling by IDF. Shelving over 4' not secured to the wall. Partitions/stall doors (if partitions have been designed for doors) are missing, damaged, not securely attached or non-functional-door sticks on middle stall. #11516, 11515, 11514 Rm 01: Faucet handle is missing. #11527 Rm 02: Fewer than five percent of the bulbs have burned out. Water pressure is inadequate-to much power on drinking fountain. #11529, 11528 Rm 05: Fewer than five percent of the bulbs have burned out. Faucet is loose. #11534, 11533 Rm 09: Fewer than five percent of the bulbs have burned out. Water pressure is inadequate-drinking fountain. #115548, 11547 Rm 10: Water pressure is inadequate-on cold side. Faucet is leaking from base. #11550, 11549 Rm 12: Faucet is loose. #11556 Rm 13: Vents are damaged or missing-gaps around edges. Ceiling tiles have holes or stains-stained. Faucet is loose. #11559, 11558, 11557 Rm 14: Water pressure is inadequate-drinking fountain in classroom. #11561 Rm 18: Walls appear to have hazards from tears and holes. Restrooms are NOT fully operational. Faucet is worn out. #11523, 11522, 11521</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>X</p>		

School Facility Conditions and Planned Improvements

Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			BOXES: Significant cracks, trip hazards, holes, and deterioration are found in platforms across structure. Handled on site.

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)	61	55	39	39	47	48
Mathematics (grades 3-8 and 11)	47	48	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	206	203	98.54	1.46	54.68
Female	103	101	98.06	1.94	69.31
Male	103	102	99.03	0.97	40.20
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	43.14
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	80.00

White	83	81	97.59	2.41	67.90
English Learners	14	14	100.00	0.00	28.57
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	25	24	96.00	4.00	37.50
Socioeconomically Disadvantaged	109	106	97.25	2.75	47.17
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	45	95.74	4.26	15.56

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	206	202	98.06	1.94	48.02
Female	103	100	97.09	2.91	51.00
Male	103	102	99.03	0.97	45.10
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	103	102	99.03	0.97	36.27
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	15	15	100.00	0.00	66.67
White	83	80	96.39	3.61	62.50
English Learners	14	14	100.00	0.00	21.43
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	25	24	96.00	4.00	20.83

Socioeconomically Disadvantaged	109	106	97.25	2.75	32.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	47	45	95.74	4.26	13.33

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)	30.95	32.65	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	50	50	100.00	0.00	32.00
Female	19	19	100.00	0.00	42.11
Male	31	31	100.00	0.00	25.81
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	28	28	100.00	0.00	17.86
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	20	20	100.00	0.00	55.00
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	26	26	100.00	0.00	19.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	13	13	100.00	0.00	7.69

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	98%	100%	100%	100%	100%

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

Title I School-Level Parental Involvement Policy Zamora Elementary School

Zamora Elementary School has developed a written Title I parental involvement policy with input from Title I parents. The school begins with a template and goes over the elements with the School Site Council group, which also acts as the school's Title I group. The group discusses the language in the policy and makes adjustments and modifications based on actual activities planned for the year. The policy is distributed to parents of Title I students. The means of distribution is the Parent/Student Handbook. The handbook is provided online and is available in hard copy for parents that request it. Zamora asks families to review the document. Parents who enroll across the year are provided with this same information.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at Zamora Elementary, the following practices have been established:

- *The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. At Zamora, information about Title I, its requirements and the rights of parents to be involved, is shared at parent meetings at the beginning of the year. School Site Council (which also serves as the Title I parent group), as well as ELAC/PTA, all receive this information at the first or second meeting of the year.

- *The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. As described above, information is disseminated at multiple meetings. For the ELAC and PTA groups, meetings have been offered in the morning, afternoon, and evening, providing parents flexibility to attend. Also, the groups mentioned above have met on different days/times to accommodate work schedules for parents.

- *The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. Zamora uses interpreters for Spanish as needed and reviews current programs as well as solicits parent ideas for new programs that meet family-identified needs.

- *The school provides parents of Title I students with timely information about Title I programs. This information is provided on an ongoing basis. Information is disseminated about the budget and program planning to ELAC/PTA, and School Site Council.

- *The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. The school uses regularly scheduled meetings (ELAC/PTA, School Site Council) as well as Back-To-School Night, parent conferences, and Family nights to regularly revisit these topics with parents.

- *If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. Parents are offered multiple opportunities to provide input through the monthly meetings described above (ELAC/PTA, School Site Council). Zamora highly values parent input related to the education of their children and is constantly looking for new ways to solicit that input as well as incorporate it into the school's plan.

School-Parent Compact

Zamora Elementary School distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- *The school's responsibility to provide high-quality curriculum and instruction

- *The ways parents will be responsible for supporting their children's learning

- *The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their

2025-26 Opportunities for Parental Involvement

child's class; and opportunities to observe classroom activities

Zamora reviews its school-parent compact each year with the School Site Council. The document is also presented to ELAC/PTA meetings. The compact covers all required elements and also covers items specific to the Zamora community.

Building Capacity for Involvement

Zamora engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

*The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. Information on standards, assessments and ways to monitor achievement is covered multiple times during the year and with varying stakeholder groups. These groups include ELAC/PTA and School Site Council. For the most part, this information is covered in a general way during these meetings. Parents receive more specific information about the progress of their own child in relation to the standards through parent-teacher conferences. In addition, Zamora shares information about the California School Accountability dashboard at regular meetings.

*With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. At Zamora, staff members engage in professional development in this area through staff meeting presentations, professional reading groups, and specific training about building parent capacity.

*At Zamora, the school collaborates closely with community partners such as our homeless liaison, CAFE Specialist, and attendance clerk to help remove barriers to parent participation, build capacity among parents for leadership, and encourage the full participation of parents in their children's education. This is accomplished through collaborative meetings as well as training and education programs (like Literacy Parent Project).

*The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. All written office communication is provided to parents in both English and Spanish even though less than 15% of Zamora's population comes from Spanish-speaking homes.

*The school provides support for parental involvement activities requested by Title I parents. As part of the needs assessment process every year, parents have opportunities to provide ideas and suggestions for parent involvement activities. The school then allocates resources to meet these requests and reports on their success to ELAC/PTA and School Site Council.

Accessibility

Zamora Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migrant students. Information and school reports are provided in a format and language that parents understand. Zamora provides documents in both Spanish and English; interpreters in Spanish and sign language interpreters for our Deaf or Hard of Hearing families; and does specific outreach to families of Migrant Students in collaboration with our CAFE and EL Specialist. All of these activities are designed to increase participation for all subsets of the Zamora School community.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	420	416	58	13.9
Female	203	201	27	13.4
Male	217	215	31	14.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	210	208	38	18.3
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	22	22	1	4.5
White	165	163	15	9.2
English Learners	44	43	9	20.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	223	223	48	21.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	118	118	28	23.7

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
2.26	3.44	4.29	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	4.29	0.00
Female	0.99	0.00
Male	7.37	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	4.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	4.55	0.00
White	4.24	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	5.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	7.63	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

The safety of students is a priority of the school staff. Staff members supervise students throughout the day. There are designated areas for student drop-off and pick-up at the school. Visitors to the school must check in at the office and wear a visitor's badge while on campus. After our morning drop-off, our campus is closed, and the gates and classroom doors remain locked until the end of the school day.

The school complies with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. Emergency drills are conducted monthly+ throughout the school year, including monthly fire evacuations, biannual disaster drills, and intruder drills. In an emergency, the school's Disaster Preparedness Plan has clearly defined procedures to accommodate crises, and emergency supplies are available.

Zamora Elementary School's Site Safety Plan is revised each year by the School Site Council, which consists of administrators, teachers, classified staff, and parents. Key elements of the Safety Plan include student safety, school climate, and emergency preparedness. Students in grades 2nd through 6th grade were provided a safety survey for the past two years. The survey results were used to guide the next steps in our Multi-Tiered System of Supports, adjust adult supervision, and provide a focus for our Second Step classroom lessons. The student survey and feedback from grade-level focus groups have been essential in guiding our routines and procedures in the lunch room, hallways, and recess. Staff annually review procedures, the youth safety survey, and safety plans, with our last review by our Board of Education held in November 2024.

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	2	0
1	27	0	2	0
2	16	1	2	0
3	24	0	2	0
4	23	0	2	0
5	21	1	1	0
6	25	1	1	0
Other	12	4	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	27	0	2	0
1	25	0	2	0
2	27	0	2	0
3	24	0	2	0
4	13	2	2	0
5	23	1	1	0
6	20	1	1	0
Other	11	4	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	24		2	
1	26		2	
2	22		2	
3	28		2	
4	16	1	2	
5	17	2	1	
6	23	1	1	
Other	10	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	780

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	0.7
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1.5
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	\$10,074	\$3,707	\$6,367	\$101,535
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	-4.3	-3.9
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-54.6	1.5

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 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

Professional development at Zamora Elementary is thoughtfully designed to strengthen instructional practices, deepen staff expertise, and support the academic and social-emotional success of all students. Throughout the year, teachers engage in targeted training that directly aligns with site priorities and student needs. This includes ongoing Second Step professional development, led by the school counselor, to reinforce a consistent approach to social-emotional learning and Tier 1 behavior expectations across classrooms. In addition, the English Learner Specialist facilitated two sitewide sessions focused on evidence-based strategies for accelerating writing development for multilingual learners, ensuring staff are equipped with practical tools to improve language acquisition and academic outcomes.

Collaboration is a core component of the school's professional learning structure. Teachers continuously develop their understanding of the Professional Learning Community (PLC) model through monthly discussions that examine learning targets, look-fors in unit plans, and grade-level alignment. Regular data analysis sessions allow staff to review California Dashboard indicators, i-Ready diagnostic growth, and formative classroom assessments to identify trends, adjust instruction, and plan targeted interventions. These routines foster a culture of shared responsibility, reflective practice, and continuous improvement.

Staff also collaborate to strengthen the schoolwide system of behavior supports. Teachers provide ongoing input on behavioral trends, share effective Tier 1 strategies, and discuss accommodations that promote student regulation and access to learning. This integrated approach—combining academic, behavioral, and social-emotional learning—ensures that professional development at Zamora Elementary is both responsive to student needs and supportive of teacher growth. Through this collective effort, the site continues to advance high-quality instruction and an inclusive learning environment for all students.

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	37	36	36