

Rhoda Maxwell 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	Rhoda Maxwell Elementary School
Street	50 Ashley Ave.
City, State, Zip	Woodland, CA 95695
Phone Number	(530) 662-1784
Principal	Elizabeth Cortez-Menendez
Email Address	elizabeth.menendez@wjusd.org
School Website	https://maxwell.wjUSD.org/
Grade Span	K-6
County-District-School (CDS) Code	57727100000000

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

Maxwell Elementary School

At Maxwell Elementary, we nurture a learning environment that promotes high expectations for academic success. All students follow the “Dragon Way”—being safe, respectful, responsible, and engaged—to ensure a positive school culture. Students’ progress toward mastery of content standards is measured throughout the year, allowing teachers to differentiate instruction to meet individual learning needs and accelerate growth.

Students are recognized for effort, achievement, citizenship, leadership, and perfect attendance. Student success is celebrated during school-wide assemblies, with Trimester awards for academic proficiency and growth, and the Student-of-the-Week program recognizing citizenship.

Maxwell values and nurtures a diversity of cultures, languages, and learning styles, recognizing the richness of their contributions. Parents are important partners in our educational community and are involved in a variety of ways, from classroom volunteering to participation in school-based organizations. Parent and student input is encouraged in school decision-making and advisory processes.

Mission Statement

Our mission is to provide all students with the skills to access the future of their choosing.

Vision Statement

We envision:

A school environment where all learners grow and succeed because they are capable and we believe in them.

A school environment where diversity is supported and valued.

A collaborative community responsive to students’ social, emotional, and academic needs.

2025-26 School Description and Mission Statement

A school environment where families are partners in the learning process through open communication.

An environment where students' voices are valued and given opportunities to impact school culture.

School Profile

Woodland is located in Yolo County, with a population of more than 61,000 residents and a rich heritage of community spirit and neighborly charm. The town is 20 miles from downtown Sacramento and 85 miles from San Francisco.

The Woodland Joint Unified School District includes six preschools, eleven elementary schools, one charter elementary school, two middle schools, two comprehensive senior high schools, a continuation high school, and an adult school, serving approximately 9,288 students in 2024–25.

Maxwell Elementary School operates on a traditional calendar. During the 2025–26 school year, 387 students were enrolled in grades transitional kindergarten through sixth grade. The school also supports a full-day State Preschool Program and a state-licensed special education program for preschoolers.

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	79
Grade 1	43
Grade 2	59
Grade 3	52
Grade 4	60
Grade 5	51
Grade 6	51
Total Enrollment	395

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.8
Male	53.2
American Indian or Alaska Native	0.5
Asian	5.1
Black or African American	2.3
Filipino	0.5
Hispanic or Latino	72.4
Native Hawaiian or Pacific Islander	0.5
Two or More Races	2.5
White	14.4
English Learners	24.6
Foster Youth	0.8
Homeless	1.8
Migrant	1.3
Socioeconomically Disadvantaged	83.5
Students with Disabilities	19.5

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)	17.5	88.38	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	2.3	11.67	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	19.8	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)	16.5	94.31	415.2	86.94	231142.4	83.24
Intern Credential Holders Properly Assigned	1	5.69	13.5	2.84	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	17.5	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)	16.6	89.26	417.7	86	230039.4	100
Intern Credential Holders Properly Assigned	2	10.74	15.8	3.26	6213.8	2.23
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0	0	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	18.6	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	0
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.00	0	0

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	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

Maxwell Elementary School, originally constructed in the 1970s, offers a safe and secure campus for students, staff, and visitors. The school currently comprises 20 classrooms, five portable classrooms, one Reading Room, one library, one multipurpose room, one staff room, and two playgrounds. A Special Day Class pre-school facility was added to the campus in 2006-07, consisting of portables with two classrooms, an OT room, and a speech room. Facility information is current as of November 6, 2025.

Cleaning Process

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

Maintenance and Repair

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

Year and month of the most recent FIT report

11/6/2025

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		MPR: Ceiling has holes, major ceiling cracks #11350 Restrooms: Walls have hazards from holes and cracks #11351 B2: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-ceiling needs to be patched and painted #11355 C3: Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-ceiling needs to be patched and painted #11331 E2: Paint is on baseboards #11337 F1: Hallway walls and classrooms and study room are poorly painted #11338
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Library: Unsecured items are stored too high, some bookcases need to be secured #11349 A3: Hall storage unsecured items are stored too high, classroom storage over 4 feet needs to be secured. Cluttered. #11343 D2: Carpets and floors have not been swept or cleaned within the last week. #11346 E3: Overall clutter in testing room close to classroom ##11338 P1: Carpets and floors have not been swept or cleaned within the last week, room used as storage, lots of clutter #11329
Electrical	X			Library: Hallway to library- Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access. outlet needs to be secured. #11348 F2: Lighting is inadequate #11340

School Facility Conditions and Planned Improvements

Restrooms/Fountains: Restrooms, Sinks/ Fountains			X	<p>F3: Water pressure is inadequate-drinking fountain, faucet is loose #11341</p> <p>Restrooms: Restrooms are NOT fully operational-toilet seat in boys restroom by D2 is broken</p> <p>2 toilet seats in girls restroom broken close to D2 # 11351</p> <p>B3: Water pressure is inadequate-drinking fountain #11332</p> <p>C1: Boys Restrooms are NOT fully operational-both sink faucets are VERY loose.#11328</p> <p>D3: Water pressure is inadequate-drinking fountain and faucet #11330</p> <p>E1: A leak is evident at the base of the faucet #11334</p> <p>F1: Water pressure is inadequate-drinking fountain #11338</p> <p>P1: A leak is evident, faucet is dripping #11329</p>
Safety: Fire Safety, Hazardous Materials	X			E2: Fire extinguisher is missing #11336
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			E1: Exterior door does not close all of the way #11333

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)	33	28	39	39	47	48
Mathematics (grades 3-8 and 11)	22	17	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	210	208	99.05	0.95	28.37
Female	97	96	98.97	1.03	31.25
Male	113	112	99.12	0.88	25.89
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	154	153	99.35	0.65	26.80
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	30.00
English Learners	52	51	98.08	1.92	7.84
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	22.73
Socioeconomically Disadvantaged	182	180	98.90	1.10	27.78
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	52	98.11	1.89	9.62

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	210	207	98.57	1.43	17.39
Female	97	95	97.94	2.06	14.74
Male	113	112	99.12	0.88	19.64
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	154	152	98.70	1.30	15.79
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	31	30	96.77	3.23	13.33
English Learners	52	50	96.15	3.85	6.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	22	22	100.00	0.00	18.18
Socioeconomically Disadvantaged	182	179	98.35	1.65	17.32
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	53	52	98.11	1.89	5.77

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)	32	22.92	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	48	48	100.00	0.00	22.92
Female	16	16	100.00	0.00	18.75
Male	32	32	100.00	0.00	25.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	34	34	100.00	0.00	20.59
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	42	42	100.00	0.00	23.81
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	0.00

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%	100%	100%	100%

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

Maxwell Elementary School is proud of its many opportunities for parents to volunteer their time and participate in site-based decision-making. These opportunities include classroom and project volunteers, field trip chaperones, fundraising, English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) membership. In addition, Maxwell hosts Café, Conchas, and Conversations, a monthly parent meeting where the principal and parents come together to discuss school safety, concerns, and provide feedback. The school district benefits from extensive support from parents and community members, including generous donations of goods and services from several local businesses.

Students also have opportunities to participate in decision-making activities including, but not limited to, student senate, Youth Advisory Council, the California Healthy Kids Survey, Conflict Managers Program, and choice within the classroom. Youth voice and engagement are highly valued at Maxwell. For example, the Youth Advisory Council reviews survey data and makes recommendations for the School Safety Plan and the School Plan for Student Achievement (SPSA), as well as assists with decisions about programs and spending.

Contact Information: Parents who wish to participate in Maxwell Elementary School's leadership teams, school committees, or become a volunteer may contact the school office at (530) 662-1784. The district's website (www.wjusd.org) provides a variety of resources for parents, students, and community members. Parents are also encouraged to participate in community forums at the district level and attend Community and Family Engagement (CAFE) events.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	422	413	125	30.3
Female	201	197	64	32.5
Male	221	216	61	28.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	23	21	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	302	298	95	31.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	11	--	--	--
White	63	61	18	29.5
English Learners	106	104	27	26.0
Foster Youth	--	--	--	--
Homeless	12	11	7	63.6
Socioeconomically Disadvantaged	361	354	115	32.5
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	90	87	24	27.6

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
3.53	4.04	3.32	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	3.32	0.00
Female	1.49	0.00
Male	4.98	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	4.35	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.32	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	9.09	0.00
White	7.94	0.00
English Learners	2.83	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.60	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	3.33	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

Rhoda Maxwell Elementary School maintains a comprehensive School Safety Plan that is reviewed, updated, and approved annually with input from staff, parents, and community partners. The plan outlines procedures that promote a safe, positive, and well-supervised learning environment for all students.

The plan includes clearly defined protocols for emergency response, including fire, earthquake, lockdown, shelter-in-place, and evacuation procedures. Emergency drills are conducted regularly throughout the year so students and staff understand expectations and can respond quickly and safely during an incident. Staff receive ongoing training on supervision, crisis response, mandated reporting, and student behavior support. Campus security measures include locked perimeter gates during instructional hours, controlled visitor check-in procedures through the school office, and staff supervision before school, during recess, lunch, and dismissal. The school maintains close partnerships with district safety personnel, law enforcement, and community agencies to coordinate preparedness and response efforts.

A key focus of the plan is building a positive school climate. The school uses PBIS and social-emotional learning strategies to promote respectful behavior, prevent bullying, and support students' emotional well-being. Students are encouraged to report concerns, and incidents are addressed promptly using restorative approaches when appropriate. Facilities are inspected regularly, hazards are addressed promptly, and communication systems ensure families receive timely updates during emergencies. The plan also outlines procedures for reviewing incidents, improving practices, and engaging families in safety awareness.

Overall, the Safety Plan reflects the school's commitment to maintaining a secure campus, preparing for emergencies, and supporting students' physical and emotional safety so they can learn and thrive.

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	25	0	3	0
1	25	0	2	0
2	27	0	2	0
3	25	0	2	0
4	26	0	2	0
5	24	1	1	0
6	23	1	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	13	3	0	0
1	28	0	2	0
2	25	0	2	0
3	27	0	2	0
4	24	0	2	0
5	26	0	2	0
6	25	0	2	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	24		2	
1	22		2	
2	20	1	2	
3	26		2	
4	20	1	2	
5	26		2	
6	26		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	370

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)	
Psychologist	1.5
Social Worker	
Nurse	0.4
Speech/Language/Hearing Specialist	1
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	\$11,377	\$3,485	\$7,892	\$112,500
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	17.1	6.3
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-34.2	11.7

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 2024-24 audited financial statements).

Woodland Joint Unified School District receives State and federal categorical funding for special programs. For the 2023--2024 school year, the District received State and federal funding for the following categorical, special education, and support programs: Expanded Learning Opportunity Program, After School Education and Safety, Federal Special Education, Federal Vocational and Applied Secondary, Lottery, Agriculture Vocational Grant, Title I, Title II, Title III, Title IV, Special Ed-State, Medi-Cal, Partnership Academies, Tobacco Use Prevention Education.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
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

Woodland Joint Unified School District provides time and resources for collaboration, planning, and professional development for all staff. 5 professional development days take place annually prior to the school year commencing. Teachers at each school receive training directly related to curriculum and instruction by attending workshops and conferences that are approved by the district and administration. Staff development days enable staff members to deliver curriculum and instruction that is rigorous, challenging, and responsive to student needs. The development of a common district-wide instructional focus is allowing entry point for everyone to learn and stretch their practice. The focus of professional development has shifted to provide job-embedded coaching across multiple content areas to build capacity and focus on strengthening application of instructional strategies.

Woodland Joint Unified School District uses a variety of professional learning models to engage staff in their continued growth. During the school year and summer, staff have opportunities to complete professional development learning episodes and time to implement best practices learned. The professional growth occurring in Woodland Joint Unified School District has a heavy emphasis on collaboration with time reserved weekly for staff collaboration by sites in grade level or departmental teams under the direction of site administrators.

Examples of recent Woodland Joint Unified School District professional learning include:

- Universal Design for Learning, TK-12
- Ethnic Studies, Preschool-12
- English Learner Roadmap, TK-12
- Social Emotional Learning TK-12
- Early Literacy TK-3
- Differentiation

Professional development activities completed/attended to date by site staff include the following:

- PLC Training by Site Admin
- 504 Coordinator Training
- Instructional Lab Training
- Youth Development Institute Train the Trainer
- Inclusion Training with Yolo County
- Peer observations
- CPR/First aid
- Biased training (Dr. Sacha)
- Math PD
- TK Action team
- TK training with UCD-Kelly Sanchez
- ELD training

Professional Development

4 days of Summer PD trainings-STEM, SEL, Cooking, special ed training, classroom management strategies
 Mandated training
 SPED training
 Handwriting without Tears training
 Second Step training
 Ready to Advanced Benchmark curriculum training
 Performance Matters
 COGAt test (GATE)
 para trainings
 multitudes
 CALSA on going Mentoring and coaching support for admin

Professional development activities coming up in the spring semester that are planned to attend by site staff include the following:

PD by WJUSD Jan. 9th, 2026
 Ongoing SPED training
 Speech Training
 CARS PLUS Sped Conference
 CABE
 CAASPP Smarter Balance

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	5	5	7