

Woodland Prairie Elementary

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	Woodland Prairie Elementary
Street	1444 Stetson St.
City, State, Zip	Woodland, CA 95776
Phone Number	(530) 662-2898
Principal	Kelly Schevenin
Email Address	kelly.schevenin@wjusd.org
School Website	https://prairie.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

Welcome to Woodland Prairie, the proud home of the pumas! With a history of 35 years of serving the community of Woodland, our school is deeply committed to fostering strong partnerships between families and our educational community. We are excited about the prospect of building meaningful connections with our students and all the dedicated adults working collaboratively to ensure their success. During the 2025-2026 school year, we have the privilege of enrolling approximately 720 students from transitional kindergarten through grade six. Additionally, Prairie continues to offer an early childhood education program. The campus houses 3 distinct preschool programs, which allows us to find the best match between program and family needs.

At Woodland Prairie, we embrace a holistic approach to education, focusing on the whole child. Our academic program features two distinct strands running from Transitional Kindergarten through Sixth Grade, each designed to align with our vision of developing self-directed, lifelong learners. One of these strands is our Spanish/English Dual Immersion program, catering to families who aspire for their children to become literate in both Spanish and English. The other strand is our English Language Mainstream program, which provides students with exceptional preparation for middle school through English language development and robust content area instruction. Additionally, we continue to offer an early childhood education program with three distinct preschool programs that cater to diverse family needs.

At Woodland Prairie, we actively embrace our role as a Professional Learning Community (PLC). Through shared responsibility and collaboration, our educators focus on achieving academic excellence by analyzing student progress, refining instructional practices, and developing strategies to meet the needs of every learner. This commitment to continuous improvement ensures that our students receive a rigorous and equitable educational experience, preparing them for success in middle school and beyond.

At Woodland Prairie, we are committed to fostering a safe, respectful, and inclusive school climate through the adoption of the Positive Discipline framework. This approach emphasizes teaching social-emotional skills, building strong relationships, and supporting students in developing self-regulation, responsibility, and problem-solving skills. Through consistent expectations, restorative practices, and collaborative problem-solving, Positive Discipline helps create a learning environment where students

2025-26 School Description and Mission Statement

feel a sense of belonging and accountability. This framework aligns with our commitment to educating the whole child and supporting both academic success and social-emotional growth.

School Vision

- At Woodland Prairie, all students will develop the necessary academic, personal, and social skills to become self-directed, lifelong learners.
- Our school community is committed to providing students with a well-rounded, academically rigorous, standards-based instructional program. In addition to core academics, our program includes the arts and fosters creativity, problem-solving, critical thinking skills, the joy of learning, and the development of healthy habits for life.
- Students, staff, parents, and community members are committed to one another as we work together to maintain a positive, caring, and inclusive learning environment. We encourage responsible citizenship, productivity, and collaboration. We affirm our diversity through multicultural education and act in ways that strengthen our community.

School Mission Statement

It is the mission of Woodland Prairie School to educate each student by:

- Working collaboratively to provide a high-quality, articulated, standards-based instructional program
- Ensuring that every student will continue to advance toward proficiency and beyond in the core academic subjects
- Developing students' ability to work independently and in groups
- Establishing a safe, caring, inclusive school environment
- Providing support systems so that all students will succeed
- Developing home-school connections in support of student learning
- Using data to evaluate/improve school programs and to inform instruction

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	106
Grade 1	98
Grade 2	94
Grade 3	100
Grade 4	98
Grade 5	107
Grade 6	110
Total Enrollment	713

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
American Indian or Alaska Native	0.3
Asian	8.1
Black or African American	0.8
Filipino	0.8
Hispanic or Latino	78.3
Native Hawaiian or Pacific Islander	1.8
Two or More Races	2
White	7.2
English Learners	52.7
Foster Youth	0.1
Homeless	1.3
Migrant	11.1
Socioeconomically Disadvantaged	83.9
Students with Disabilities	16.5

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)	31.6	91.28	431.6	88.36	234405.2	84
Intern Credential Holders Properly Assigned	0.3	0.89	15.6	3.21	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.2	6.35	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	0.5	1.44	18	3.7	15831.9	5.67
Total Teaching Positions	34.6	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)	29.3	83.06	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)	4	11.31	23.2	4.87	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2	5.66	11.8	2.49	11746.9	4.23
Unknown/Incomplete/NA	0	0	13.6	2.86	14303.8	5.15
Total Teaching Positions	35.3	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)	31.2	85.06	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)	3	8.17	28	5.77	16855	6.04
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	2.4	6.78	14.3	2.96	12112.8	4.34
Unknown/Incomplete/NA	0	0	9.7	2.01	13705.8	4.91
Total Teaching Positions	36.7	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	2	0
Misassignments	2.20	2	3
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	2.20	4	3

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	2	2.4
Local Assignment Options	0.00	0	0
Total Out-of-Field Teachers	0.00	2	2.4

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)	6	3.1	6.4
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	2.8	0	1.7

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
--	-------------

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

Woodland Prairie Elementary School, originally constructed in 1986, offers a safe and secure campus for students, staff, and visitors. The school is currently comprised of 23 classrooms, one library, one multipurpose room, one staff room, and two playgrounds, one computer lab, and two triple wide buildings for a Special Day Class Preschool. Facility information is current as of November 12, 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

11/12/2025 - 11/12/2025

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			A3: Vents or grills are excessively dusty or dirty, a leak is evident-sink is leaking at base. #11728, 11727 A5: Vents or grills are excessively dusty or dirty, shelving over 4' not secure to wall. #11722 Girls RR: The facility is not ventilated properly-fan sound like it is failing, holes appear in the flooring, doors are NOT intact-rusting out at base, door does not close without assistance. #11725, 11724, 11723 I1: Vents or grills are excessively dusty or dirty, drinking fountain on outside of classroom is sagging. #11649, 11648 I2: Vents are damaged or missing-cover missing in restroom, shelving over 4' is not secured to the wall, dack door drags on ramp and does not close properly, front door does not close without assistance. #11647, 11646
Interior: Interior Surfaces			X	A2: Remove projector bracket #5820 Carpet is wrinkled, front door does not close without assistance. #11730, 11729 A3: Remove projector bracket #5820 A4: Remove projector bracket #5820 Admin: Counter trim is missing edge in nurses office, Evidence of water damage (Eg condensation, dampness, staining, warping, peeing, mineral deposits etc)-in principles office under window. Outlets, access panels, switch plates, junction boxes and/or fictures are NOT properly covered and secured from pupil access-office storeroom light is missing the cover. #11706, 11705, 11704, 11703 B3: Ceiling tiles have holes or stains-stained. #11709 B4: Ceiling tiles have holes or stains. #11708 B6: Ceiling tiles have holes or stains-stained. #11712 B7: Ceiling tiles have holes or stains-large hole in tile by front door, several stained tiles. #11713 B8: Ceiling tiles have holes or stains-holes in front of classroom, water pressure is inadequate-at drinking fountain, a leak is evident-faucet handle. #11717, 11716

School Facility Conditions and Planned Improvements

C1: Ceiling tiles have holes or stains-tile at front of room about to fall, several holes in tiles. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-at front of classroom. #11666, 11665

C2: Ceiling tiles have holes or stains-several tiles have holes and are stained, door sticks when closing. #11664

C3: Remove projector bracket #5820

C4: Ceiling tiles have holes or stains-at front of room. #11662

C5: Ceiling tiles have holes or stains-several tiles have holes and stained. Walls appear to have hazards from tears and holes-by front door. Water pressure is inadequate-drinking fountain. #11670, 11669, 11668, 11667

C6: Ceiling tiles have holes or stains-several tiles have holes. Missing T bar. #11439

D2: Remove projector bracket #5820

D5: Remove projector bracket #5820

E2: Ceiling tiles have holes or stains-hol in tile. Water pressure is inadequate-in drinking fountain. Front door bottom latch is broken. #11656, 11655

Foyer (210): Walls appear to have hazards from tears and holes-several corners have large chips in the walls. #11671

Foyer (150): Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-at front door. #11671

G1: Remove projector bracket #5820

G2: Remove projector bracket #5820

G3: Carpet is torn. #11731

G4: Remove projector bracket #5820

Girls Restroom: Ceiling appear to have hazards from tears and holes-cracking at seem in the ceiling. #11642

Girls RR: The facility is not ventilated properly-fan sound like it is failing. Holes appear in the flooring, Doors are NOT intact-rusting out at base. Door does not close without assistance. #11725, 11724, 11723

I2: Vents are damaged or missing-cover missing in restroom. Shelving over 4' is not secured to the wall. Back door drags on ramp and does not close properly. Front door does not close without assistance. #11647, 11646

Libarary: 2 interior doors next to the library desk did not get rekeyed, please update to the new master 24 #5822

MPR: Walls appear to have hazards from tears and holes-cracks on dropdown ceiling by back door. #11644

P1: Walls appear to have hazards from tears and holes. Handled on site.

Room K1: Ceiling tiles have holes or stains-broken tile in middle of room. #11660

Room K2: Ceiling tiles have holes or stains-multiple stains by front door. #11661

Staff Restroom: Walls appear to have hazards from tears and holes-outside bathroom door. Restrooms

School Facility Conditions and Planned Improvements

			are NOT fully operational-toilet has a weak flush. #11654, 11653
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X		Foyer: Decltter Hallways #5827 G3: Clean between G2 and G3 portables #5823 Library: Fewer than five percent of the bulbs have burned out. #11659
Electrical	X		Admin: Counter trim is misswing edge in nurses office. Evidence of water damage (Eg condensation, dampness, staining, warping, peeling, mineral deposits etc)-in principles office under window. Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-office storeroom light is missing the cover. #11706, 11705, 11704, 11703 C1: Ceiling tiles have holes or stains-tile at front of room about to fall, several holes in tiles. Otlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-at front of classroom. #11666, 11665 Motor Room: Lighting does not appear to be adequate-from lights. #11650 Supply Room: Outlets, access panels, switch plates, junction boxes and/or fixtures are NOT properly covered and secured from pupil access-light cover in storage broken. #11643
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X	A2: Leaking faucet #5821 A3: Vents or grills are excessively dusty or dirty. A leak is evident-sink is leaking at base. #11728, 11727 B1: Water pressure is inadequate-in drinking faucet. #11715 B2: A leak is evident-faucet drips. #11714 B8: Ceiling tiles have holes or stains-holes in front of classroom. Water pressure is inadequate-at dfrinking fountain. A leak is evident-faucet handle. #11717, 11716 Boys restroom: Replace door entry handle lever #5822; Boys RR ADA toilet will not flush #5821 Boys Restroom (210): Faucet is loose. #11711 C3: Repair drinking faucet, clear the line #5821 Water pressure is inadequate-drinking fountain. #11663 C5: Ceiling tiles have holes or stains-several tiles have holes and stained. Walls appear to have hazards from tears and holes-by front door. Water pressure is inadequate-drinking fountain. #11670, 11669, 11668, 11667 E1: Drinking fountains are inaccessible-not operational. #11658 E2: Ceiling tiles have holes or stains-hole in tile. Water pressure is inadequate-in drinking fountain. Front door bottom latch is broken. #11656, 11655 G7: Drinking fountain loose. #11721 Girls Restroom: The girls' RR stall door is missing (is anything in inventory)? #5822 Girls Restroom (180): Restrooms are NOT fully operational-3rd stall does not work. #11720

School Facility Conditions and Planned Improvements

				<p>Girls Restroom (210): Restrooms are NOT fully operational-3rd stall does not work. #11710 H1: Replace exhaust fan on restroom- buzzing noise #5825 I1: Exhaust fan inoperable, replace #5825 Vents or grills are excessively dusty or dirty. Drinking fountain on outside of classroom is sagging. #11649, 11648 Staff Restroom: Walls appear to have hazards from tears and holes-outside bathroom door. Restrooms are NOT fully operational-toilet has a weak flush. #11654, 11653</p>
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			G1: Adjust ramp very unsteady #5820 G2: Secure or replace plywood on ramp #5820 G4: Replace plywood panel on ramp and repaint #5823
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: Clean garden area #5826

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)	27	26	39	39	47	48
Mathematics (grades 3-8 and 11)	20	19	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	418	408	97.61	2.39	25.74
Female	196	189	96.43	3.57	26.98
Male	222	219	98.65	1.35	24.66
American Indian or Alaska Native	--	--	--	--	--
Asian	35	32	91.43	8.57	59.38
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	328	322	98.17	1.83	21.43
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	26.92
English Learners	191	183	95.81	4.19	7.10
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	54	54	100.00	0.00	20.37
Socioeconomically Disadvantaged	355	349	98.31	1.69	22.35
Students Receiving Migrant Education Services	44	44	100.00	0.00	18.18
Students with Disabilities	78	77	98.72	1.28	11.69

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	418	413	98.80	1.20	18.89
Female	196	193	98.47	1.53	15.54
Male	222	220	99.10	0.90	21.82
American Indian or Alaska Native	--	--	--	--	--
Asian	35	34	97.14	2.86	38.24
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	328	325	99.09	0.91	16.92
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	26	26	100.00	0.00	19.23
English Learners	191	188	98.43	1.57	7.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	54	54	100.00	0.00	12.96
Socioeconomically Disadvantaged	355	352	99.15	0.85	16.76
Students Receiving Migrant Education Services	44	44	100.00	0.00	11.36
Students with Disabilities	78	77	98.72	1.28	14.29

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)	17.31	11.43	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	108	105	97.22	2.78	11.43
Female	55	53	96.36	3.64	13.21
Male	53	52	98.11	1.89	9.62
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	84	82	97.62	2.38	7.32
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	51	49	96.08	3.92	2.04
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	15	15	100.00	0.00	13.33
Socioeconomically Disadvantaged	95	93	97.89	2.11	10.75
Students Receiving Migrant Education Services	15	14	93.33	6.67	7.14
Students with Disabilities	22	22	100.00	0.00	4.55

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	98.1%	98.1%	98.1%	98.1%	99%

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 Woodland Prairie, we firmly believe in fostering strong partnerships with families and our community to enhance our students' educational journey. Understanding that parent involvement evolves with a child's growth, we are dedicated to offering diverse opportunities for parents to actively engage in their child's academic, behavioral, and social/emotional development.

Communication:

To ensure constant communication, our teachers and parents connect through various channels, including phone, email, text, Parent Square, and several apps. Biannual formal conferences comprehensively review student assessment data and progress toward academic standards.

Parent Groups:

Woodland Prairie encourages all members of our school community to join our vibrant parent groups, such as the Parent Teacher Association (PTA), the English Learner Advisory Council (ELAC), and the School Site Council (SSC). Regular public meetings offer volunteering opportunities, training sessions, and a platform for contributing to policy and budget decisions.

Digital Engagement:

In addition to physical events, parents can stay involved through our website, Facebook and Instagram pages, AERIES Parent Portal, Parent Square, and the weekly Puma Pulse Family Newsletter. The newsletter is available in multiple languages with just a click, and the Principal sends recorded phone messages weekly in English and Spanish.

Community and Family Engagement (CAFE) Specialist:

Our CAFE Specialist is available daily to assist families in English and Spanish, with interpreters available for additional languages upon request.

Community Schools Steering Committee:

Woodland Prairie was awarded a five-year Community Schools Grant, strengthening our commitment to meaningful family and community engagement. Families participate on the Community Schools Steering Committee and collaborate with school staff and community partners to help guide implementation and ongoing decision-making.

Project PROMESA:

Woodland Prairie is in the fifth and final year of this grant. Project PROMESA, a national professional development grant focusing on strengthening multilingual and multicultural instructional models. This project supports teachers and administrators, enhances English Learner (EL) education, and promotes parent leadership through workshops and family literacy programs.

Positive Discipline Workshops

Woodland Prairie provides on Positive Discipline to support families in strengthening positive behavior practices at home.

Family Literacy Project:

In addition to Project PROMESA, our school offers the Latino Family Literacy Project, consisting of ten sessions in English and Spanish. These sessions aim to support families in establishing reading routines, improving language skills in both English and Spanish and enhancing parent/child interactions.

PTA Family Events and Volunteer Opportunities:

Woodland Prairie's PTA organizes delightful family events like the Harvest Festival and Cookies with Santa, creating memorable experiences for our school community. Parents also have multiple opportunities to volunteer as chaperones on student field trips. Volunteers can inquire at the front office to start the volunteer clearance process. This ensures a safe and supportive environment for all our students during their educational outings.

Contact Information: Parents interested in participating in school leadership teams, committees, or volunteering can contact the school office at (530) 662-2898. Explore district resources on the district's website (www.wjUSD.org) and participate in

2025-26 Opportunities for Parental Involvement

community forums at the district level to stay connected and engaged.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	749	742	166	22.4
Female	367	364	84	23.1
Male	382	378	82	21.7
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	62	61	4	6.6
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	585	582	145	24.9
Native Hawaiian or Pacific Islander	15	13	2	15.4
Two or More Races	14	14	1	7.1
White	52	52	11	21.2
English Learners	398	395	80	20.3
Foster Youth	--	--	--	--
Homeless	14	11	6	54.5
Socioeconomically Disadvantaged	626	619	144	23.3
Students Receiving Migrant Education Services	83	82	27	32.9
Students with Disabilities	141	140	30	21.4

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

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
4.15	7.03	6.14	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	6.14	0.00
Female	2.45	0.00
Male	9.69	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	1.61	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	6.50	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	7.69	0.00
English Learners	6.03	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	6.71	0.00
Students Receiving Migrant Education Services	7.23	0.00
Students with Disabilities	12.77	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 School Site Council approved the Comprehensive School Safety Plan on January 20, 2026, with final approval by the WJUSD School Board on February 5, 2026. The plan was reviewed with staff on November 13, 2025. Key components of the plan include Positive Behavior Interventions and Supports (PBIS), emergency preparedness, and the implementation of a comprehensive bullying prevention program. Emergency drills, including monthly fire evacuations and annual disaster and intruder drills, are conducted regularly. The school is in compliance with all state and federal safety regulations, including hazardous materials protocols and earthquake preparedness standards.

California Healthy Kids Survey (CHKS) results indicate progress in school climate and safety while also identifying areas for continued improvement. Family participation in the parent survey increased significantly, from 24 respondents in 2022–23 to 94 respondents in 2024–25. During this period, the percentage of families reporting that bullying or harassment is a large problem decreased from 42% to 26%. These results demonstrate positive movement while underscoring the importance of ongoing prevention efforts, family engagement, and student support systems. Survey findings continue to inform schoolwide safety planning and improvement efforts.

Student survey data from grades three through six also show improvement across multiple safety indicators. From Fall 2024 to Fall 2025, increases were reported in students feeling safe at school (64% to 73%), safe in classrooms (82% to 86%), and safe on the playground (66% to 73%). Students also reported greater clarity around school rules, improved recognition of positive behavior, and increased knowledge of how to report unsafe behavior. At the same time, student responses related to restroom safety and peer interactions indicate the need for continued focus in these areas. Survey results were reviewed with the school's Youth Advisory Council, providing students with opportunities to analyze data, share perspectives, and offer insights that inform schoolwide safety and climate initiatives.

Woodland Prairie continues to prioritize student safety and well-being through established prevention and reporting systems. The school maintains two online anonymous reporting forms—one for families and one for students—to report bullying, safety concerns, or perceived dangers on campus. Staff continue to receive training on the Second Step Bullying Prevention Unit, and restroom safety remains a focus area based on ongoing student feedback. In addition, the PUMA PRIDE behavior expectations matrix provides clear, consistent expectations that support a safe, positive, and inclusive school climate.

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	20	1	5	0
1	24	0	4	0
2	21	1	4	0
3	19	2	4	0
4	28	0	4	0
5	26	0	4	0
6	26	0	4	0
Other	3	1	0	0

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	0	4	0
1	23	0	4	0
2	25	0	4	0
3	20	1	4	0
4	20	2	3	0
5	27	0	4	0
6	27	0	4	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	21	2	2	
1	25		4	
2	24		4	
3	25		4	
4	20	1	4	
5	21	1	4	
6	22	1	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	730

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	0.8
Social Worker	
Nurse	0.5
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	\$9,244	\$2,674	\$6,571	\$107,462
District	N/A	N/A	\$6,650	\$105,580
Percent Difference - School Site and District	N/A	N/A	-1.2	1.8
State	N/A	N/A	\$11,146	\$100,065
Percent Difference - School Site and State	N/A	N/A	-51.6	7.1

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

Woodland Prairie provides ongoing professional learning opportunities aligned to instructional improvement, student well-being, and continuous improvement. During the 2025–26 school year, teachers participated in five days of optional professional development workshops offered by Woodland Joint Unified School District, with staff selecting sessions aligned to their professional goals.

Grade-level teams are provided with 18 hours of release time to collaborate during the school day as part of the school's Professional Learning Community (PLC) structure. In addition, kindergarten teachers received 1.2 days of release time to collaborate specifically on Writer's Workshop instructional practices. All teachers completed two days of training in Positive Discipline to support consistent social-emotional and behavior practices across campus.

The school's PLC Guiding Coalition participated in a full day of data analysis and two additional half-day sessions focused on monitoring student progress and refining instructional practices. As part of the PROMESA grant, members of the District Site Leadership Academy (DSLAs) engaged in four full days of professional development and collaborative planning, as well as three full days of instructional rounds to observe classroom practice, analyze evidence of student learning, and inform sitewide improvement efforts.

Selected teachers also participated in targeted professional learning opportunities, including Guided Language Acquisition Design (GLAD) training, the California Association for Bilingual Education (CABE) Conference, and the Youth Development Institute, to strengthen instructional practices, bilingual education, and youth development supports. Ongoing collaboration is further supported through bimonthly staff meetings focused on instructional alignment, school climate, and continuous improvement.

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			19