California Department of
EDUCATION

Report Card

2019–2020 School Accountability

Report Card School Accountability

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Reported Using Data from the 2019–2020 School Year
California Department of Education

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, 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 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.

Ms. Jaqueline Johnson, Operations Administrator

Principal, Woodward Leadership Academy

About Our School

The staff at Woodward Leadership Academy is focused and dedicated to providing a challenging, yet balanced, meaningful, and motivating educational program for all our students, Woodward Leadership Academy students are actively involved in a curriculum that is based on the Common Core State Standards which develops critical thinking skills. The faculty and staff view every child as an individual with unique qualities and needs. We celebrate that children learn in a variety of ways and recognize the importance of presenting curriculum in multiple modalities that match the instructional style and level of the child. The academic curriculum is supported by a variety of instructional strategies and enriched programs to meet individual and diverse needs of our student population.

At Woodward Leadership Academy, we embrace the diverse populations whose cultural backgrounds enhance the educational experience of our student body. Teachers have high expectations for all their students as they promote powerful learning on a daily basis. Teachers have high expectations for all their students as they promote powerful learning on a daily basis. Learning for our students includes academic, social and emotional, and through citizenship. Commitment, enthusiasm, trust, respect, and teamwork

are shared among all staff members. As a result of this, students are enthusiastic about learning and take responsibility for their education. The partnership that exists among our parents, students and staff fosters a warm, caring environment. Working together we prepare each of our students to become creative, productive, socially responsible, confident, lifelong learners who successfully contribute to a culturally diverse and technology evolving society. Together we are "developing leaders to have a positive impact in the earth!"

Contact

Woodward Leadership Academy
1777 West Baseline St.
San Bernardino, CA 92411-1648

Phone: 909-266-1762
Email: admin@woodwardleadership.com

Contact Information (School Year 2020–2021)

District Contact Information (School Year 2020–2021)

District Name San Bernardino City Unified
Phone Number (909) 381-1100
Superintendent Harold Vollkommer
Email Address harold.vollkommer@sbcusd.k12.ca.us
Website http://www.sbcusd.com

School Contact Information (School Year 2020–2021)

School Name Woodward Leadership Academy
Street 1777 West Baseline St.
City, State, Zip San Bernardino, Ca, 92411-1648
Phone Number 909-266-1762
Principal Ms. Jaqueline Johnson, Operations Administrator
Email Address admin@woodwardleadership.com
Website woodwardleadershipacademy.com

School Description and Mission Statement (School Year 2020–2021)

Woodward Leadership Academy is a site-based TK-6 public charter school. The educational program is uniquely suited to meet and exceed the diverse educational needs of the student we serve. The key characteristics of WLA include:

Highly structured values-centered curriculum. Our school emphasizes learning and achievement and focuses on developing with each student as a strong sense of discipline, ethical values, personal responsibility and respectfulness.

Teaching students how to learn and how to master grade-level skills. Our school teaches students critical analysis and reasoning skills so that they know how to learn and how to access knowledge.

Intensive focus on literacy. Our school's intensive focus on literacy begins with the foundation of phonics and grammar so that students may develop their knowledge and understanding of composition and literature. Reading will be a key component of our academic program and a love of reading for leisure and pleasure will be instilled in each student scholar.
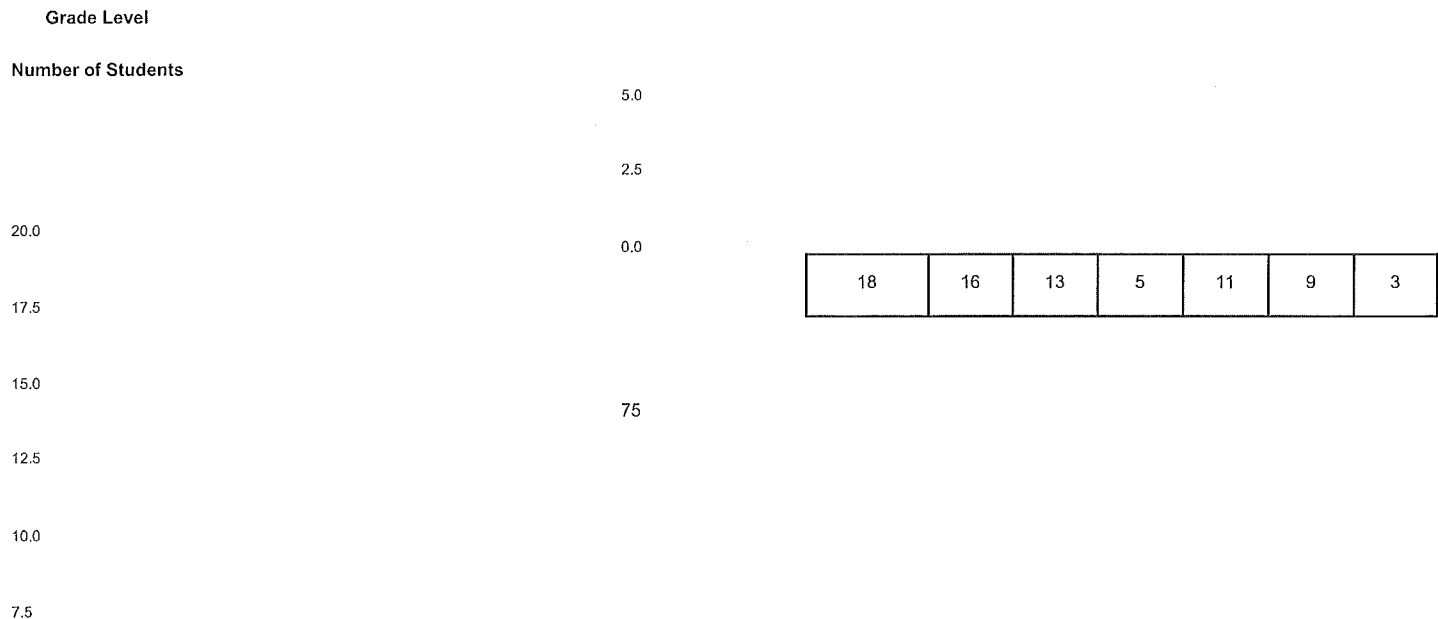
Community focus. Our school belongs to the community. Students, teachers, parents/guardians and administrators develop a strong relationship and work collaboratively to educate students and manage the school.
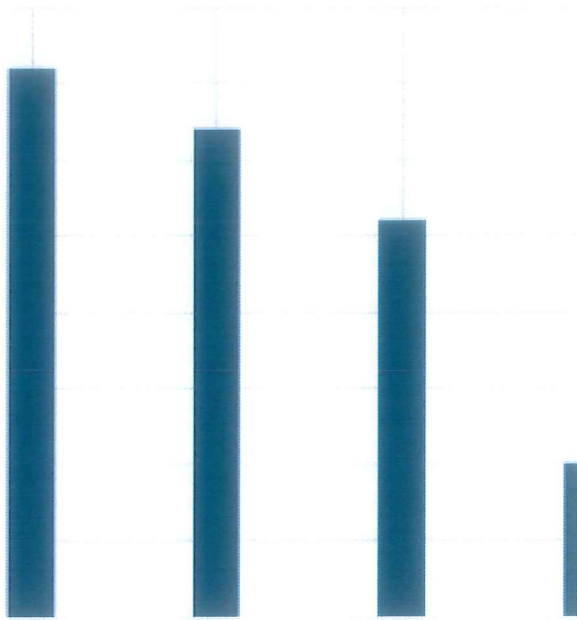
All stakeholders of Woodward Leadership Academy believe that all students can learn, but knowledge that not only through their wealth of educational experiences, but also through substantiated data research. In addition it is our belief that all students do not learn in the same manner of time frame. As such Woodward Leadership Academy will continue to meet the needs of its students, parents/guardians and community at a much higher level than could be met in the traditional setting.

Last updated: 1/22/2021

Student Enrollment by Grade Level (School Year 2019–2020)

Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Total Enrollment

Grade Level

Number of Students

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
18	16	13	5	11	9	3

75

5.0

2.5

0.0

20.0

17.5

15.0

12.5

10.0

7.5

Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6

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76.00 %	%

Student Enrollment by Student Group (School Year 2019–2020)

Last updated: 1/14/2021

4

Student Group
Black or African AmericanAmerican Indian or Alaska NativeAsianFilipinoHispanic or LatinoNative Hawaiian or Pacific IslanderW

Socioeconomically DisadvantagedEnglish LearnersStudents with DisabilitiesFoster YouthHomeless

Percent of Total Enrollment Student Group (Other)

Percent of Total Enrollment

93
24.00 %

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

Teacher Credentials

Teachers	School 2018–2019	School 2019–2020	School 2020–2021	District 2020–2021

|	
With Full Credential 4 4 5	
Without Full Credential 1 1	
Teachers Teaching Outside Subject Area of Competence (with full credential)	

5.5

5.0 4.5 4.0 3.5 3.0 2.5 2.0 1.5 1.0 0.5

Teachers with Full Credential

Teachers without Full Credential

Teachers Teaching Outside Subject Area of Competence

0.00 1.00 2.00
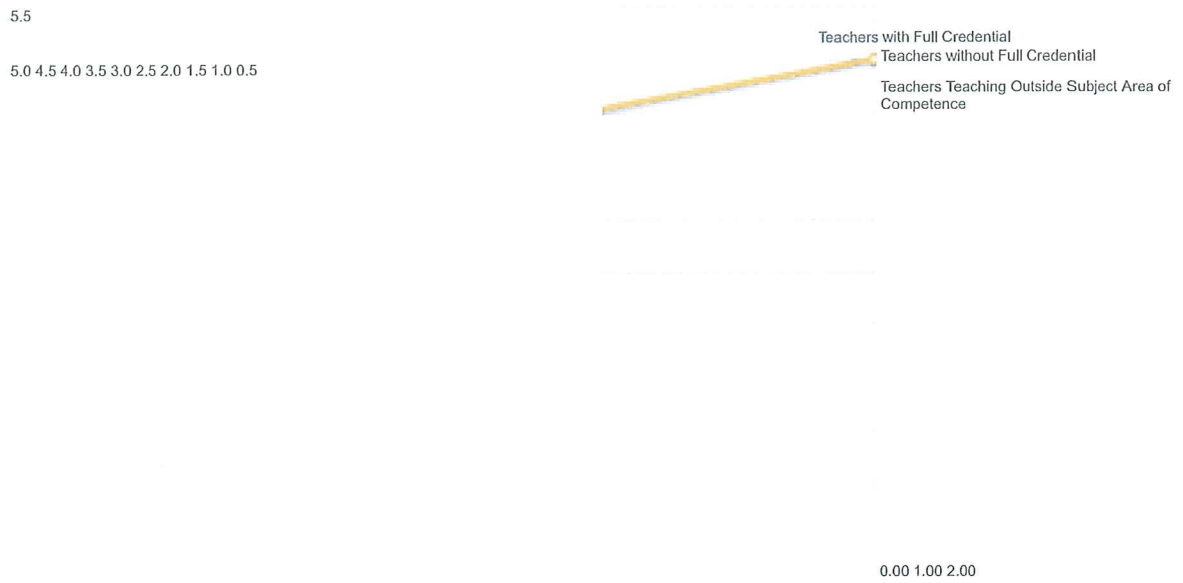
Last updated: 1/14/2021

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018–2019	2019–2020	2020–2021
Misassignments of Teachers of English Learners	1	1	0
Total Teacher Misassignments*	1	1	0
Vacant Teacher Positions	0	0	0

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1.2

Misassignments of Teachers of English Learners

Total Teacher Misassignments*

1.0 0.8 0.6 0.4 0.2 0.0
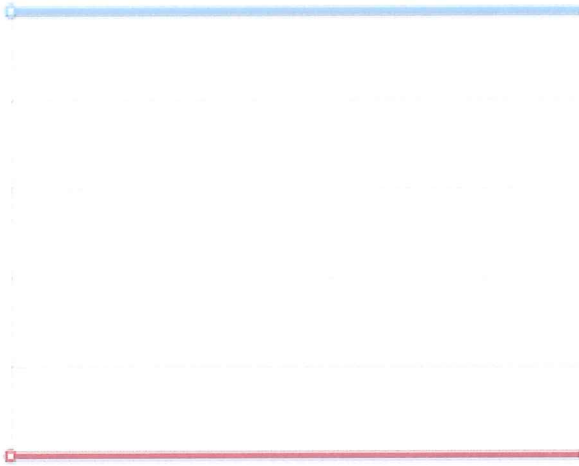
2018–2019 2019–2020 2020–2021

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.
* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/14/2021

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2020–2021)

Year and month in which the data were collected: January 2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts Mc Graw Hill Wonders IXL Spelling City			0.00 %
Mathematics McGraw Hill My Math IXL			0.00 %
Science McGraw Hill - Inspire 0.00 %			
History-Social Science McGraw Hill Impact 0.00 %			
Foreign Language 0.00 %			
Health 0.00 %			
Visual and Performing Arts 0.0 %			
Science Lab Eqpmt (Grades 9-12)			N/A N/A 0.0 %

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

Last updated: 1/14/2021

School Facility Conditions and Planned Improvements

Woodward Leadership Academy previously received funds from the Prop 39 grant which allowed Woodward to install energy efficient lighting throughout the building to include LED lighting and wireless thermostats. We have 2 part time custodians on campus who ensures the cleanliness of the building at all times. There was recent replacement of hoses etc in the kitchen area and overall plumbing overhaul. At this time there are no maintenance issues. We strive to keep our school in the best quality for our students. There are 16 security camera installed throughout the building which can also be monitored remotely. We have maintained an "A" rating from the Department of Public Health. Fire alarms, sprinklers and extinguishers are inspected and up to date.

Last updated: 1/14/2021

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

Determination of repair status for systems listed
Description of any needed maintenance to ensure good repair
The year and month in which the data were collected
The rate for each system inspected
The overall rating

Year and month of the most recent FIT report: January 2020

	System Inspected Rating Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer Good	
Interior: Interior Surfaces Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation Good	
Electrical: Electrical Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains Good	
Safety: Fire Safety, Hazardous Materials Good	
Structural: Structural Damage, Roofs	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	

Overall Facility Rate

Year and month of the most recent FIT report: January 2020

Overall Rating Good

Last updated: 1/14/2021

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, which 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); and

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.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
English Language Arts / Literacy (grades 3-8 and 11)	9.0%	N/A	40.0%	N/A	50%	N/A
Mathematics (grades 3-8 and 11)	6.0%	N/A	27.0%	N/A	39%	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: Percentages are not calculated 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.
Note: ELA and 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 CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/22/2021

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group Total Enrollment Number Tested Percent Tested Percent Not Tested Percent Met or Exceeded All Students N/A N/A N/A N/A N/A Male N/A N/A

N/A N/A N/A Female N/A N/A N/A N/A N/A Black or African American N/A N/A N/A N/A N/A American Indian or Alaska Native N/A N/A N/A N/A N/A Asian N/A N/A N/A

N/A N/A Filipino N/A N/A N/A N/A N/A Hispanic or Latino N/A N/A N/A N/A N/A Native Hawaiian or Pacific Islander N/A N/A N/A N/A N/A White N/A N/A N/A N/A N/A

Two or More Races N/A N/A N/A N/A N/A Socioeconomically Disadvantaged N/A N/A N/A N/A N/A English Learners N/A N/A N/A N/A N/A Students with Disabilities N/A

N/A N/A N/A N/A Students Receiving Migrant Education Services N/A N/A N/A N/A N/A Foster Youth N/A N/A N/A N/A N/A Homeless N/A N/A N/A N/A N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the

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CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019–2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waives the requirement for statewide testing for the 2019–2020 school year.

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018–2019	School 2019–2020	District 2018–2019	District 2019–2020	State 2018–2019	State 2019–2020
Science (grades 5, 8, and high school)	N/A	19	N/A	30	N/A	N/A

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.
Note: The new California Science Test (CAST) was first administered operationally in the 2018–2019 school year.

Last updated: 1/22/2021

CAASPP Tests Results in Science by Student Group
Grades Five, Eight and High School (School Year 2019–2020)

Student Group Total Enrollment Number Tested Percent Tested Percent Not Tested Percent Met or Exceeded All Students N/A N/A N/A N/A N/A Male N/A N/A

N/A N/A N/A Female N/A N/A N/A N/A N/A Black or African American N/A N/A N/A N/A N/A American Indian or Alaska Native N/A N/A N/A N/A N/A Asian N/A N/A N/A

N/A N/A Filipino N/A N/A N/A N/A N/A Hispanic or Latino N/A N/A N/A N/A N/A Native Hawaiian or Pacific Islander N/A N/A N/A N/A N/A White N/A N/A N/A N/A N/A

Two or More Races N/A N/A N/A N/A N/A Socioeconomically Disadvantaged N/A N/A N/A N/A N/A English Learners N/A N/A N/A N/A N/A Students with Disabilities N/A

N/A N/A N/A N/A Students Receiving Migrant Education Services N/A N/A N/A N/A N/A Foster Youth N/A N/A N/A N/A N/A Homeless N/A N/A N/A N/A N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019–2020 school year.

Last updated: 1/22/2021

Career Technical Education (CTE) Participation (School Year 2019–2020)

	Measure CTE Program Participation
Number of Pupils Participating in CTE	
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma --	

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	Measure CTE Program Participation
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education --	

Last updated: 1/22/2021

Courses for University of California (UC) and/or California State University (CSU) Admission

	UC/CSU Course Measure Percent
2019–2020 Pupils Enrolled in Courses Required for UC/CSU Admission --	

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

California Physical Fitness Test Results (School Year 2019–2020)
Last updated: 1/22/2021

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards

Note: Cells with N/A values do not require data.
Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

Last updated: 1/22/2021

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 for the school district and each school site

Opportunities for Parental Involvement (School Year 2020–2021)

Students at Woodward Leadership Academy enjoy great success in personal and community endeavors. A highly diverse student population provides opportunities for all students to grow socially. Parents of Woodward Leadership Academy students value and support the high academic standards that are established at school. Parents are involved in their children's education. Parents are providing a home environment which fosters academic excellence as they strive to make the distance learning a success. Parents and teachers communicate on a regular basis at Woodward leadership Academy. Parents are involved in school beautification projects, school recycling, and fund raising that assist the school. The Woodward Leadership Academy Foundation helps provide a variety of educational opportunities for the Woodward Leadership Academy students. some of the programs they support are after school staff providing tutoring assistance. The school on a whole use Aeries communication to communicate with parents/guardians. All staff have Google phone numbers to further communicate one on one with parents/guardians. Aeries portal is another tool used by teachers which allows parents/guardians to access their students grades and attendance in real time. Woodward Leadership Academy holds monthly student awards assemblies and weekly announcements via zoom.

Last updated: 1/22/2021

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

High school dropout rates; and
High school graduation rates

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2016–2017	School 2017–2018	School 2018–2019	District 2016–2017	District 2017–2018	District 2018–2019	State 2016–2017	State 2017–2018	State 2018–2019

	2017–2018	2018–2019
Dropout Rate -- -- --	10.20% 10.90% 10.30% 9.10%	9.60% 9.00%
Graduation Rate -- -- --	82.10% 82.20% 83.30% 82.70%	83.00% 84.50%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart

-0.5

-1.0
2016–2017 2017–2018 2018–2019

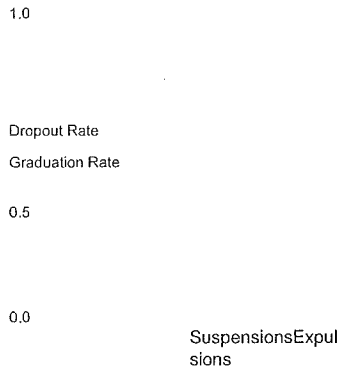## State Priority: School Climate

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
(data collected between July through June, each full school year respectively)

1.0

Dropout Rate

Graduation Rate

Last updated: 1/22/2021

0.5

0.0

SuspensionsExpulsions

Rate		
School 2017–2018	**State 2017–2018**	3.50%
School 2018–2019	2.10%	
	--	0.00% --
District 2017–2018	5.00%	0.10% 0.10%
District 2018–2019	5.40%	0.10% 0.10%
	3.50%	

State
2018–2019

	SuspensionsExpulsions	
Rate		
	2019–2020	
School 2019–2020	0.00%	
		0.00% 0.00%
District 2019–2020	0.00%	--
	--	
State		

Note: The 2019–2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019–2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019–2020 school year compared to prior years.

Last updated: 1/22/2021

School Safety Plan (School Year 2020–2021)

Woodward Leadership Academy continuously works on creating the safest environment for the students. A committee meets quarterly to address the Safe School Plan and revise it as needed.

The following are key elements of our safety plan:

Students will be exposed to programs celebrating ethnic diversity to reduce tension.

A visitor sign in sheet is located at the front desk.

Character-based educational curriculum will be used to enhance positive interpersonal relationships.

A pedestrian gate is being used and secured during the school day.

Security cameras as installed and monitored in person and remotely.

Emergency drills are held on a regular basis and are evaluated by staff.

PBIS (Positive Behavior Intervention Strategies) have been implemented; students who help promote a positive environment at Woodward Leadership Academy are recognized at monthly award assemblies and rewarded with visits to the student store.

Students are encouraged to participate in community service projects and are recognized for their efforts.

School Safety Key Elements also include:

Child abuse reporting procedures

Disaster procedures

Lock down procedures

Earthquake drills

Fire drills

Weekly facility walk through

The school will annually evaluate and address safety needs through participation in the State Comprehensive Safety Plan program. The Safety plan was last reviewed with staff and students in August 2019.

Average Class Size and

Class Size Distribution (Elementary) School Year (2017–2018)

Last updated: 1/22/2021

1 2
3 45 6
Other**

K

25.00		21.00		17.00		17.00
				1		1
1		1				

category (a range of total students per class). ** "Other" category is for multi-grade level classes.

Grade Level

Average Class Size

Number of Classes * 1-20
* Number of classes indicates how many classes fall into each size

Number of Classes * 21-32

K 1 2 3 4 5 6 Other**

Number of Classes * 33+
Grade Level

Average Class Size

Number of Classes * 1-20

Number of Classes * 21-32

Number of Classes * 33+

K123 4 5 6 Other**

Average Class Size and Class Size Distribution (Elementary) School Year (2018–2019)

* Number of classes indicates how many classes fall into each size category (a range of total students per class). ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2019–2020)

Grade Level								
Average Class Size	Number of Classes * 33+							
Number of Classes * 1-20	20.00	16.00	14.00					
Number of Classes * 21-32	1	1	1					

English Mathematics Science Social Science

* Number of classes indicates how many classes fall into each size category (a range of total students per class). ** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2017–2018)

Last updated: 1/22/2021

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2018–2019)

Subject

Average Class Size

Number of Classes * 1-22

Number of Classes * 23-32

Number of Classes * 33+

English Mathematics Science Social Science

Subject

Average Class Size

Number of Classes * 1-22

Number of Classes * 23-32

Number of Classes * 33+

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2019–2020)

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Subject

Average Class Size

Number of Classes * 1-22

Number of Classes * 23-32

Number of Classes * 33+

English Mathematics Science Social
Science

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/22/2021

Ratio of Pupils to Academic Counselor (School Year 2019–2020)

	Title Ratio
Pupils to Academic Counselor* 0	

*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. *Last updated:*

1/22/2021

Student Support Services Staff (School Year 2019–2020)

	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development) 0.00	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

*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. *Last updated:*

1/22/2021

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2018–2019)

Level Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted) Average Teacher Salary
School Site $1550074.00 $341001.00 $1209073.00 $4612823.00		
District N/A N/A -- --		
Percent Difference – School Site and District N/A N/A -- --		
State N/A N/A $7750.12 --		
Percent Difference – School Site and State N/A N/A -- --		

1/22/2021 - School Accountability Report Card (CA Dept of Education)

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

Last updated: 1/22/2021

Types of Services Funded (Fiscal Year 2019–2020)

Woodward Leadership Academy offers a variety of programs to meet the needs of our students and families. Input on the budget is gathered and shared with the staff and community at our monthly board and staff meetings. Use of funds may include any and/all of the following: hire staff, professional development, books and instructional materials as well as technology needed for the distance learning.

Woodward Leadership Academy's after school program is offered to all students. Our after school program provides literacy and enrichment activities that are aligned with the school' academic program and includes but are not limited to recreation and prevention activities such as dance and sports.

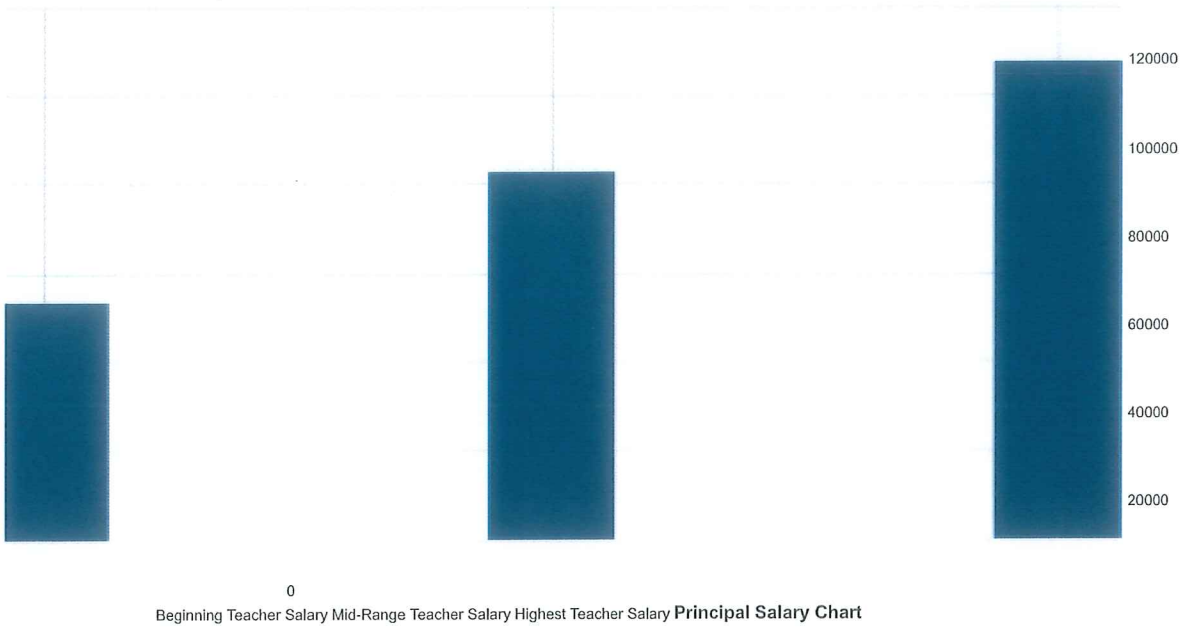1/22/2021 - School Accountability Report Card (CA Dept of Education)

Teacher and Administrative Salaries (Fiscal Year 2018–2019)

	Category District Amount State Average For Districts In Same Category
Beginning Teacher Salary $53,417 $50,029	
Mid-Range Teacher Salary $82,780 $77,680	
Highest Teacher Salary $107,530 $102,143	
Average Principal Salary (Elementary) $131,399 $128,526	

|		
Average Principal Salary (Middle)	$141,977	$133,574
Average Principal Salary (High)	$157,429	$147,006
Superintendent Salary	$345,616	$284,736
Percent of Budget for Teacher Salaries	30.00%	33.00%
Percent of Budget for Administrative Salaries	4.00%	5.00%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at https://www.cde.ca.gov/ds/fd/cs/ .

Teacher Salary Chart

0

Beginning Teacher Salary Mid-Range Teacher Salary Highest Teacher Salary **Principal Salary Chart**

1/22/2021 - School Accountability Report Card (CA Dept of Education)
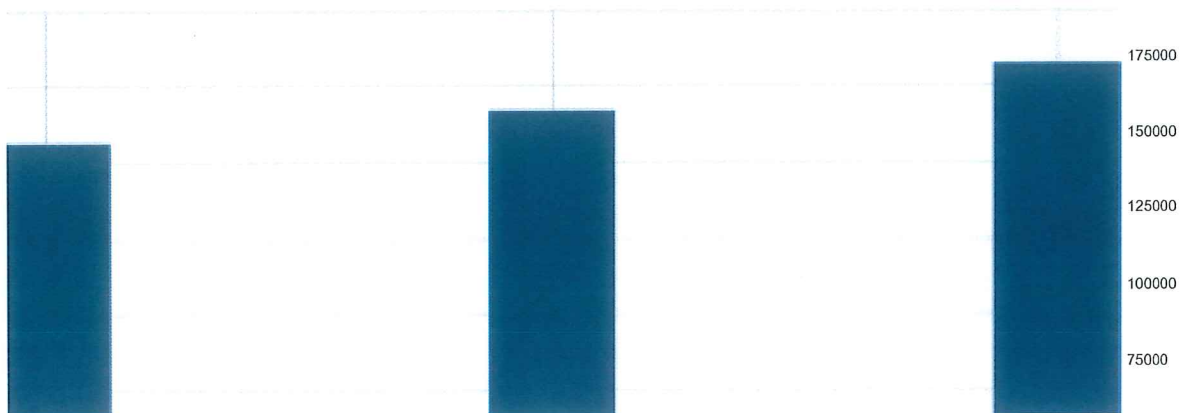
50000

25000

0

Average Principal Salary (Elementary) Average Principal Salary (Middle) Average Principal Salary (High) *Last updated: 1/22/2021*

Advanced Placement (AP) Courses (School Year 2019–2020)

Percent of Students in AP Courses --

	Subject Number of AP Courses Offered*
Computer Science 0	
English 0	
Fine and Performing Arts 0	
Foreign Language 0	

Mathematics 0	
Science 0	
Social Science 0	
Total AP Courses Offered* 0	

*Where there are student course enrollments of at least one student.

Last updated: 1/22/2021

Professional Development

	Measure 2018–2019 2019–2020 2020–2021
Number of school days dedicated to Staff Development and Continuous Improvement	