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Twin Rivers Unified School District Woodlake Elementary School

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2014-15 School Accountability Report Card Published in 2015-16 School Year

SARC Information

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1st of each year. 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 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 a 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 webpage at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA websites.
- For more information about the LCFF or LCAP, see the CDE LCFF Webpage at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

Principal's Message

In accordance with Proposition 98, every school in California is required to issue an annual "Accountability Report Card". We are proud of Woodlake Elementary School and welcome this opportunity to tell you more about us.

Woodlake Elementary School has an ongoing tradition of academic excellence. The school population consists of students and staff with rich multicultural and ethnically diverse backgrounds. The students, parents, staff, and community have joined together to ensure academic success for all students.

The staff at Woodlake Elementary School believes each child is unique and deserving of a rich educational environment. Each student has access to a rigorous core curriculum in language arts, mathematics, science and social science, science and art. Our goal is to have every student reading at grade level by the end of third grade.

Our staff is both skilled and dedicated to the success of all students. We are fortunate to have experienced and knowledgeable teachers eager to make a difference in the future of our students. We believe in a student-centered approach, which provides an atmosphere in which a child's social, emotional, and intellectual needs are equally important. All students have special talents and are given opportunities to develop those talents. We care about each one of our students.

Woodlake Elementary School staff prides itself on involving parents and community members in every aspect of our school. We welcome visitors on our campus. We believe that parents, community members, and staff must work together to influence the education for each student. We are very proud of our fine tradition at Woodlake Elementary School.

School Mission Statement

It is the mission of Woodlake Elementary School to inspire each student to extraordinary achievement everyday.

District & School Profile (School Year 2015-16)

Twin Rivers Unified School District is California's newest unified school district, combining the former North Sacramento, Del Paso Heights, Rio Linda Union, and Grant Joint Union High School Districts. Started in the 2008-09 school year, Twin Rivers Unified School District is located in Sacramento County and has 30 elementary schools, 5 middle schools, and four high schools. Our district also offers families the option of two alternative schools, a special education center, an independent learning center, two adult education centers, one community day school, one opportunity school, preschools and three dependent charter schools.

There is a preschool on campus at Woodlake.

Enrollment By Ethnicity Or Student Group (School Year 2015-16)

This chart illustrates the enrollment trend by ethnicity or student group.

Enrollment by Student Group	
2014-15	
	Percentage
Black or African American	18.7%
American Indian or Alaska Native	1.3%
Asian	2.8%
Filipino	-
Hispanic or Latino	52.5%
Native Hawaiian or Pacific Islander	2.2%
White	14.0%
Two or More Races	8.6%
English Learners	25.6%
Socioeconomically Disadvantaged	98.9%
Students with Disabilities	9.2%
Foster Youth	1.5%

School Enrollment & Attendance (School Year 2014-15)

School districts receive financial support from the state for the education of the students they serve based on how many students attend each day. Most importantly, attendance is critical to academic achievement and regular daily attendance is a priority at the school. Student attendance is carefully monitored to identify those students exhibiting excessive absences.

Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. The school monitors student attendance very closely, makes phone calls to parents on a daily basis, and will send letters home if absences become a problem.

Students are referred to the School Attendance Review Board (SARB) when they have persistent attendance and behavior problems in school, and when the normal avenues of classroom, school, and district counseling are not effective.

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2012-13	2013-14	2014-15
K	74	75	84
1st	79	64	72
2nd	67	90	67
3rd	66	65	75
4th	58	66	60
5th	69	54	60
6th	57	54	56

Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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.

Highly Qualified Teachers (School Year 2015-16)

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified". Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects. For more information, see the CDE Improving Teacher and Principal Quality Web page at: <http://www.cde.ca.gov/nclb/sr/tq/>.

Note: High-poverty schools have student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools have student eligibility of approximately 39 percent or less.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By Highly Qualified Teachers	% of Core Academic Courses Taught By Non-Highly Qualified Teachers
School	100.0%	0.0%
All Schools in District	78.5%	21.5%
High-Poverty Schools in District	78.5%	21.5%
Low-Poverty Schools in District	N/A	N/A

Teacher Assignment

The district recruits and employs the most qualified credentialed teachers. This chart shows information about teacher credentials.

	Teacher Credential Status			
	School			District
	13-14	14-15	15-16	15-16
Fully Credentialed	0	19	19	1270
Without Full Credentials	0	0	0	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	43

Misassignments refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire semester or year.

Misassignments/Vacancies			
	13-14	14-15	15-16
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	1	0



Instructional Materials (School Year 2015-16)

Twin Rivers Unified held a public hearing on October 6, 2015, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of *Williams vs. 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. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in June 2015, about the quality, currency, and availability of the standards-aligned textbooks and the instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
Pre K & K	English/Language Arts	MacMillan/ McGraw Hill	2012	Yes	0.0%
K-6	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
6th	History/Social Studies	MacMillan/ McGraw Hill	2007	Yes	0.0%
K-5	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-6	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
6th	Science	Houghton Mifflin	2007	Yes	0.0%
K-5	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit http://www.axiomadvisors.net/livesarc/files/34765056033450Textbooks_1.pdf

School Facilities & Safety (School Year 2015-16)

The current facilities were built in 1953 and consists of 27 classrooms, 14 of which are portable, a multipurpose room, one administration building, one staff room, and one playground. Woodlake Elementary School received funding from the City of Sacramento to completely renovate the playing fields, expand the parking lot, and add buildings for a Community Partnership Center.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Conditions				
Date of Last Inspection: 08/28/2015				
Overall Summary of School Facility Conditions: Good				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior		X		Classroom 12 - the paper towel dispenser is empty; Classroom 15 - the paper towel dispenser is empty.
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			Classroom 15 - the carpet is worn and frayed; Classroom 26 - the carpet is worn and stained.
Electrical		X		Classroom 15 - there is one light out; Classroom 26 - there is one light out; Multipurpose Room - there is one light out.
Restrooms/Fountains		X		Boys Restroom by Playground - one urinal leaks at the wall. Grounds - the drinking fountain near the main playground has too much water pressure.
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Cleaning Process and Schedule

The district governing board has adopted cleaning standards for all schools in the district. All schools are on a regular cleaning schedule. Each classroom is swept or vacuumed and the trash emptied. The cafeteria, gym, and all restrooms are cleaned daily. Grounds are groomed on a rotating basis, with trash, lawn, and plumbing issues addressed daily.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. One full-time and one part-time custodian ensure that all classrooms and facilities are in adequate condition. A work order process is used to ensure efficient service that emergency repairs are given the highest priority. At the time of publication, 100% of the restrooms are in complete working order.

Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, paving, and floor systems. For the 2015-16 school year, the district has budgeted \$1,775,000.00 for the deferred maintenance program. This represents 0.60% of the district's general fund budget.

Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its predecessor the Standardized Testing and Reporting Program); and
- The percentage of pupils 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.

California Standards Test

The California Standards Test (CST), a component of the CAASPP Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in science (for grades 5, 8, and 10), for the most recent three-year period. The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

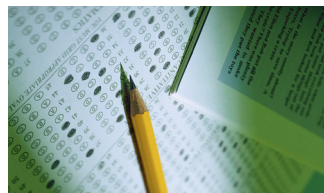
For detailed information regarding the results for each grade and performance level, see the CDE CAASPP Results Web site at <http://caaspp.cde.ca.gov/caaspp2015/Index.aspx>.

California Standards Test Percentage of Students Meeting or Exceeding State Standards									
Subject	School			District			State		
	2013	2014	2015	2013	2014	2015	2013	2014	2015
Science (Grades 5, 8, and 10)	46	58	18	43	47	43	59	60	56

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

California Standards Test Percentage of Students Meeting or Exceeding State Standards	
Subgroups	
Subject	Science
District	43
School	18
African American/Black	14
Hispanic or Latino	20
Males	19
Females	18
Socioeconomically Disadvantaged	18
English Learners	12

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or*



California Assessment of Student Performance and Progress

California EC Section 60640 authorized the replacement of the Standardized Testing and Reporting (STAR) Program with a new assessment program, referred to as the CAASPP. All students in grades three through eight and eleven were assessed using computer-based tests in English/Language Arts and Mathematics; students in grades five, eight, and ten were also tested in Science. Science assessments were paper-based and included California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Students receive an overall score for each subject, ranging from 2,000 to 3,000.

Overall scores are reported within one of four levels:

- Performance Level 1: Standard not met - Needs substantial improvement for success in future coursework.
- Performance Level 2: Standard nearly met - May require further development for success in future coursework.
- Performance Level 3: Standard met - Demonstrates progress toward mastery.
- Performance Level 4: Standard exceeded - Demonstrates advanced progress toward mastery.

ELA results include information about the students' performance in the areas of reading, writing, listening, and research. Reports of mathematics results include information about students' performance in problem solving, using concepts and procedures, and communicating mathematical reasoning.

The table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English Language Arts/Literacy (grades 3-8 and 11) and math (grades 3-8 and 11).

The following tables display information on student achievement at each performance level in English/Language Arts and Mathematics for the school by student groups for grades three through eight and eleven.

Note: A student is defined as socioeconomically disadvantaged if the student was eligible for the free or reduced-price lunch program (also known as the National School Lunch Program or NSLP), migrant, foster youth or homeless, or neither of the student's parents was a high school graduate.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress			
Percent of Students Meeting or Exceeding the State Standards			
Subject	School	District	State
English Language Arts/Literacy (Grades 3-8 and 11)	15	26	44
Mathematics (Grades 3-8 and 11)	15	21	33

California Assessment of Student Performance and Progress - Grade 3

Student Groups	English-Language Arts								Mathematics				
	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level				Number Tested	Percent Tested	Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	77	76	98.7	58	25	9	8	75	97.4	48	29	17	5
Male	77	39	50.6	64	23	8	5	39	50.6	54	31	8	8
Female	77	37	48.1	51	27	11	11	36	46.8	42	28	28	3
Black or African American	77	15	19.5	73	27	0	0	14	18.2	71	7	21	0
American Indian or Alaska Native	77	1	1.3	--	--	--	--	1	1.3	--	--	--	--
Asian	77	5	6.5	--	--	--	--	5	6.5	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	77	36	46.8	56	31	11	3	36	46.8	39	44	11	6
Native Hawaiian or Pacific Islander	77	2	2.6	--	--	--	--	2	2.6	--	--	--	--
White	77	8	10.4	--	--	--	--	8	10.4	--	--	--	--
Two or More Races	77	6	7.8	--	--	--	--	6	7.8	--	--	--	--
Socioeconomically Disadvantaged	77	72	93.5	61	25	7	7	71	92.2	49	30	17	4
English Learners	77	22	28.6	59	27	9	5	22	28.6	45	36	18	0
Students with Disabilities	77	10	13	--	--	--	--	10	13	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 4

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	63	62	98.4	69	18	10	3	62	98.4	52	32	13	3
Male	63	39	61.9	82	10	5	3	39	61.9	54	31	13	3
Female	63	23	36.5	48	30	17	4	23	36.5	48	35	13	4
Black or African American	63	12	19	58	33	0	8	12	19	42	50	8	0
American Indian or Alaska Native	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Asian	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	63	35	55.6	69	17	11	3	35	55.6	54	23	17	6
Native Hawaiian or Pacific Islander	63	1	1.6	--	--	--	--	1	1.6	--	--	--	--
White	63	8	12.7	--	--	--	--	8	12.7	--	--	--	--
Two or More Races	63	3	4.8	--	--	--	--	3	4.8	--	--	--	--
Socioeconomically Disadvantaged	63	59	93.7	69	17	10	3	59	93.7	51	32	14	3
English Learners	63	18	28.6	78	22	0	0	18	28.6	67	22	11	0
Students with Disabilities	63	11	17.5	91	9	0	0	11	17.5	73	27	0	0
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 5

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	58	56	96.6	82	9	9	0	56	96.6	73	20	7	0
Male	58	31	53.4	90	10	0	0	31	53.4	77	19	3	0
Female	58	25	43.1	72	8	20	0	25	43.1	68	20	12	0
Black or African American	58	15	25.9	87	7	7	0	15	25.9	80	20	0	0
American Indian or Alaska Native	--	--	--	--	--	--	--	--	--	--	--	--	--
Asian	58	2	3.4	--	--	--	--	2	3.4	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	58	25	43.1	84	4	12	0	25	43.1	68	24	8	0
Native Hawaiian or Pacific Islander	58	1	1.7	--	--	--	--	1	1.7	--	--	--	--
White	58	10	17.2	--	--	--	--	10	17.2	--	--	--	--
Two or More Races	58	3	5.2	--	--	--	--	3	5.2	--	--	--	--
Socioeconomically Disadvantaged	58	52	89.7	85	8	8	0	52	89.7	73	21	6	0
English Learners	58	17	29.3	88	6	6	0	17	29.3	82	12	6	0
Students with Disabilities	58	5	8.6	--	--	--	--	5	8.6	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

California Assessment of Student Performance and Progress - Grade 6

Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Mathematics					
				Percent Achievement Level				Percent Achievement Level					
				One	Two	Three	Four	Number Tested	Percent Tested	One	Two	Three	Four
All Students	53	49	92.5	47	31	22	0	50	94.3	46	40	10	0
Male	53	30	56.6	57	27	17	0	31	58.5	42	39	13	0
Female	53	19	35.8	32	37	32	0	19	35.8	53	42	5	0
Black or African American	53	6	11.3	--	--	--	--	6	11.3	--	--	--	--
American Indian or Alaska Native	53	2	3.8	--	--	--	--	2	3.8	--	--	--	--
Asian	53	1	1.9	--	--	--	--	1	1.9	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	53	23	43.4	52	22	26	0	24	45.3	38	50	8	0
Native Hawaiian or Pacific Islander	53	1	1.9	--	--	--	--	1	1.9	--	--	--	--
White	53	10	18.9	--	--	--	--	10	18.9	--	--	--	--
Two or More Races	53	5	9.4	--	--	--	--	5	9.4	--	--	--	--
Socioeconomically Disadvantaged	53	49	92.5	47	31	22	0	50	94.3	46	40	10	0
English Learners	53	13	24.5	69	23	8	0	13	24.5	62	38	0	0
Students with Disabilities	53	4	7.5	--	--	--	--	4	7.5	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--	--	--	--	--	--	--	--	--	--
Foster Youth	--	--	--	--	--	--	--	--	--	--	--	--	--

State Priority: Other Pupil Achievement

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority:

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

Physical Fitness (School Year 2014-15)

In the spring of each year, Twin Rivers Unified schools are required by the state to administer a physical fitness test to all students in fifth, seventh and ninth grades. The physical fitness test is a standardized evaluation that measures each student's ability to perform fitness tasks in six major areas. Students that meet or exceed the standards in all six fitness areas are considered to be physically fit or in the healthy fitness zone (HFZ).

Percentage of Students in Healthy Fitness Zone			
2014-15			
Grade Level	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	31.9%	14.9%	4.3%

**Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.*

Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Parent & Community Involvement (School Year 2015-16)

Parents and community members are very supportive of the educational programs in the Twin Rivers Unified School District. The Parent/Teacher Association (PTA) plays an active role in the community and at each school site through fundraising and special activities. Parent volunteers have logged many hours in support of schoolwide events such as the Scholastic Book Fair, fundraisers, Fall Carnival, Holiday Breakfast, Jog-a-Thon, Family Reading Night, Multicultural Night, Science Night, after-school programs and support in the classroom. Other opportunities for parent and community involvement include: School Site Council (SSC), District English Learner Advisory Committee (DELAC), Coffee & Conversation, and Watch Dogs.

Contact Information

Parents who wish to participate in PTA, the School Site Council, school committees, school activities, or become a volunteer, may contact the school's office at (916) 566-2755.

State Priority: School Climate

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

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

Discipline & Climate for Learning

Students at Woodlake Elementary School are guided by specific rules and classroom expectations that promote respect, cooperation, responsibility, productivity, courtesy, and acceptance of others. The school's discipline philosophy "Be Safe, Be Kind, Be Responsible" promotes a safe school, a friendly classroom environment, and a sense of belonging and school pride. The goal of Woodlake Elementary School's discipline program, BEST Practices (Building Effective Schools Together), ensures that all students receive the support needed to be successful in all academic areas, citizenship and daily attendance.

Woodlake Elementary School staff believes that children should be taught to be responsible citizens. Students should realize that freedom and responsibility go hand in hand and that they have a responsibility to themselves and to others. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientations and individual student handbooks. The school wide uniform policy contributes to the school's safe and positive learning environment and helps remove distractions that may deter students from focusing on class work.

The Suspensions and Expulsions table illustrates the unduplicated number of students suspended as well as the percentage of enrollment (students suspended divided by enrollment). Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	8.1%	6.1%	16.3%	0.0%	0.0%	0.0%
District	9.3%	8.8%	7.7%	0.0%	0.1%	0.0%
State	5.1%	4.4%	3.8%	0.1%	0.1%	0.1%

Safe School Plan (School Year 2015-16)

Woodlake Elementary strives to maintain a safe nurturing and orderly school campus. District administration and the Twin Rivers Unified School District's Board of Trustees have placed a great emphasis on campus safety. Staff supervises students on campus before and after school as well as during recess. All visitors must sign in at the office and receive proper authorization to be on campus. For the safety of our students, visitors are asked by the school site staff to display their pass at all times.

Woodlake Elementary School's Safety Plan is evaluated by the Site Safety Committee and the Incident Management Team. Emergency drills are held on a regular basis. Earthquake and lock down drills are held on a rotating basis and fire drills are held once per month.

Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress (School Year 2014-15)

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and mathematics.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school, district, and state performance are displayed in the chart.

Adequate Yearly Progress (AYP)						
Made AYP Overall	School		District		State	
	Yes		Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes	Yes	Yes
Percent Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Met Attendance Rate	Yes		Yes		Yes	
Met Graduation Rate	N/A		Yes		Yes	

Federal Intervention Program (School Year 2015-16)

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

For detailed information about PI identification, see the CDE PI Status Determinations Web page: <http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp>.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2011-2012	2010-2011
Year in PI (2015-16)	Year 3	Year 3
# of Title I Schools Currently In PI	-	48
% of Title I Schools Currently In PI	-	90.6%

Class Size

The table indicates the average class size by grade level or subject area, as well as the number of classrooms that fall into each size category.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	13	14	15	13	14	15	13	14	15	13	14	15
By Grade Level												
K	25	25	21	-	-	1	3	3	3	-	-	-
1	26	32	24	-	-	-	3	2	3	-	-	-
2	32	29	22	-	-	-	2	3	3	-	-	-
3	31	31	25	-	-	-	2	2	3	-	-	-
4	22	24	30	-	-	-	2	2	2	-	-	-
5	32	26	30	-	-	-	2	2	2	-	-	-
6	21	19	28	1	1	-	2	2	2	-	-	-

School Leadership

Leadership at Woodlake Elementary School is a responsibility shared between district administration, the principal, instructional staff, students, and parents. Primary leadership duties are assumed by Principal Micah Simmons.

The education of children is a joint effort of home and school. Parents and teachers meet weekly to discuss and evaluate student progress. Staff and parents are encouraged to participate in a wide variety of leadership teams. Opportunities for leadership include:

- School Site Council
- Leadership Team
- English Language Advisory Committee
- District English Language Advisory Committee
- Student Study Team
- Safety Committee
- BEST Practices Committee
- Grade Level Facilitators
- Crisis Management Team
- Coffee & Conversation
- Nutrition - Healthy School Committee

The Leadership Team is the primary body assigned to developing, refining, and implementing the school plan. This team is responsible for planning and monitoring the effectiveness of the school curriculum.

Homework

At Woodlake Elementary School, homework is a fundamental part of the learning process. Homework helps develop basic academic and study skills as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels in major subject areas. Each teacher determines the appropriate measure of homework for his or her students.

Students are expected to complete their homework assignments in a timely manner and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities and to be responsible for reviewing homework assignments with their child. Students may participate in after-school program sessions in reading, math, music, sports and visual and performing arts that are offered.

Counseling & Support Staff (School Year 2014-15)

It is the goal of Woodlake Elementary School to assist students in their social and personal development as well as academics. The goal is to help students deal with problems and assist them to reach positive goals. When students require additional assistance, the support staff are available according to the full-time equivalent indicated in the chart.

Woodlake Elementary School serves special education students in a self contained class. A certificated teacher and an instructional assistant work with 15 students in second through six grades. The instructional program is specifically designed to meet the educational needs of the students. Additionally, Woodlake Elementary School has a half-time Resource Specialist and an instructional assistant who work with students eligible for the program. Woodlake students received services from a School Social Worker.

Several programs are in place to provide support to students. These include after-school tutoring offered by the MASTERS program, and childcare provided by the 4th R program. After-school support provided by the teaching staff in Reading, Language Arts and Math may be available.

Students needing assistance in learning English receive special instruction from the classroom teachers and bilingual paraeducators. A student is reclassified as a fluent English speaker when he/she is able to meet the criteria for redesignation.

A Gifted and Talented Education (GATE) program is available for those students that qualify. Students receive challenging standards based instruction.

Note: 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.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Library Technician	1	0.375
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Speech and Language Specialist	1	0.33
Student Learning Coach	1	1.0

Teacher Evaluation & Professional Development

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and both formal and non-formal, non-evaluative observations are designed to promote high quality instruction as well as comply with the state's evaluation criteria and district policies. Temporary and probationary teachers are evaluated annually and tenured teachers are evaluated every other year.

Evaluations are conducted by an administrator, who has been trained and certified for competency to perform teacher evaluations. Evaluation criteria are adapted from the California Standards for the Teaching Profession and address the following domains: Engaging and Supporting All Students in Learning, Creating and Maintaining Effective Environments, Understanding and Organizing Subject Matter, Planning Instruction and Designing Learning Experiences, Assessing Student Learning, and Developing as a Professional Educator.

Teachers and other certificated staff build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2014-2015 school year, Twin Rivers Unified School District offered 5 non-student professional development days for teachers. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during late-start days. Professional development sessions were focused on Transitioning/Implementation of the Common Core Standards for all grade levels, 21st Century Learning Skills, and Implementation of PLCs. For the 2014-2015 year, the district supported approximately 100 beginning teachers through the district's BTSA program and coached a cohort of NBCT (National Board Certification of Teachers) candidates.

Curriculum Development

The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's Curriculum and Assessment Guides are updated regularly to align with the state Common Core standards, district goals, and the statewide assessment program.

All curriculum at Woodlake Elementary School is aligned with the California State Common Core Standards. Teachers differentiate instruction to ensure that all students meet or exceed state proficiency levels. Teachers meet weekly to analyze data and discuss specific needs of students.

A Student Study Team assists in providing resources and support for special needs students and families. Curriculum planning is accomplished through a careful analysis of the state frameworks, instructional materials aligned with the State standards, district policies, assessment results, and research. Special curricula utilized at Woodlake Elementary School include: English Language Development support and the Language Program.

Recognition Programs

Woodlake Elementary School's comprehensive student recognition program contributes to the positive environment of the school and includes classroom and school-wide awards. Assemblies are held each trimester to recognize students for achievement in academics, attendance, and citizenship. Classrooms that have no referrals for student behavior receive outstanding behavior awards. Woodlake Elementary School recognizes a "Student of the Week" from each of the classrooms every Monday.

Extracurricular Activities

Woodlake Elementary School recognizes that extracurricular activities enrich the educational and social experiences of students. Twin Rivers School District encourages and supports student participation in extracurricular activities without compromising the integrity and purpose of the educational program.

Extracurricular activities include:

- Student Council
- Student Community Service
- Roberts Family Development Center
- Stanford Settlement
- Sports Day
- Jog-a-thon
- MASTERS Program
- Basketball
- Soccer
- Talent Show
- Multicultural Night
- Girl Scouts

School Site Teacher Salaries (Fiscal Year 2013-14)

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries	
School & District	
School	\$77,098
District	\$71,162
Percentage of Variation	8.3%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	5.6%

Teacher & Administrative Salaries (Fiscal Year 2013-14)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2013-14		
	District	State
Beginning Teachers	\$40,800	\$43,165
Mid-Range Teachers	\$55,607	\$68,574
Highest Teachers	\$84,942	\$89,146
Elementary School Principals	\$100,560	\$111,129
Middle School Principals	\$105,080	\$116,569
High School Principals	\$114,809	\$127,448
Superintendent	\$205,358	\$234,382
Salaries as a Percentage of Total Budget		
Teacher Salaries	32.0%	38.0%
Administrative Salaries	5.0%	5.0%

Expenditures & Services Funded (Fiscal Year 2013-14)

Based on 2013-14 FY audited financial statements, the table provides a comparison of a school's per pupil funding from unrestricted sources with other schools throughout the state.

Supplemental/Restricted expenditures come from money that is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

District Revenue Sources (Fiscal Year 14-15)

In addition to general state funding, Twin Rivers Unified School District receives state and federal funding for the following categorical funds and other support programs:

- Targeted Instruction Improvement Block Grant**
- PE Block Grant**
- School and Library Improvement Block Grant**
- EIA-LEP
- Gifted and Talented Education
- EIA-SCE
- Carl Perkins
- Healthy Start
- Quality Education Investment Act
- Medi-Cal
- After School Education & Safety
- Head Start
- State Lottery
- English Language Acquisition Program
- Title II
- CA Partnership Academies
- Title I
- Charter School Fund
- Title III
- Special Education
- Pupil Retention Block Grant

