



# Twin Rivers Unified School District Woodridge Elementary School

CDS Code: 34-76505-6066682

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

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### 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

Welcome to Woodridge School. In order to provide the best education for your children, it is essential that we work closely together. You are all a very important part of our team. Your support ensures your children's success in school. We encourage you to take an active role in your children's education.

Together we are Woodridge School. The Woodridge staff works hard to provide academic and social opportunities for all our families. Please let us know how we can best meet your needs. If you have any questions or concerns, please do not hesitate to contact your child's teacher, the office staff or myself.

Sincerely,

Roberta Raymond, Principal

### School Mission Statement

The mission of Woodridge School is to provide a safe, responsible, and respectful environment in which high academic expectations are achieved through standards-based instruction, creative and enriching curriculum, collaboration between home and school and targeted interventions necessary for all students to achieve.

### 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.

Located in the North Highlands Foothill Farms area; Woodridge School offers a variety of student enrichment opportunities and special programs including the Healthy Behaviors Program, School-Wide Fine and Performance Arts opportunities and the ST Math JiJi program. Every classroom at Woodridge has SMART Board technology and technology for student use. Woodridge School has 17 kindergarten-4th grade classrooms, 2 SDC programs, an RSP teacher, a school counselor and three preschool classes.



## 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	26.6%
American Indian or Alaska Native	0.6%
Asian	2.2%
Filipino	0.4%
Hispanic or Latino	46.9%
Native Hawaiian or Pacific Islander	0.8%
White	15.7%
Two or More Races	6.8%
English Learners	31.0%
Socioeconomically Disadvantaged	96.8%
Students with Disabilities	12.3%
Foster Youth	1.6%

## 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	103	103	110
1st	118	91	109
2nd	91	112	91
3rd	98	90	108
4th	92	98	87

## 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			District
	School			
	13-14	14-15	15-16	15-16
Fully Credentialed	23	23	21	1270
Without Full Credentials	0	0	2	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
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	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-4	English/Language Arts	MacMillan/McGraw-Hill CA Treasures	2010	Yes	0.0%
K-4	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-4	Mathematics	Houghton Mifflin	2015	Yes	0.0%
Pre K & K	Mathematics	Pearson Scott Foresman	2012	Yes	0.0%
K-4	Science	Pearson Scott Foresman	2007	Yes	0.0%

For a complete list, visit [http://www.axiomadvisors.net/livesarc/files/34765056066682Textbooks\\_1.pdf](http://www.axiomadvisors.net/livesarc/files/34765056066682Textbooks_1.pdf)

## School Facilities & Safety (School Year 2015-16)

The current facilities were constructed in 1970. The school facilities contains 30 classrooms, a multipurpose room, a library/media center, a staff lounge, and a playground. The school went through modernization in August 2009. Renovations included restrooms being remodeled, landscaping, new shade structures, and new furniture and technology in the classrooms.

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: 09/18/2015				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			Classroom 13 (Kindergarten) - there is no restroom in this classroom; Classroom 14 (Kindergarten) - there is no restroom in this classroom; Classroom 15 (Kindergarten) - there is no restroom in this classroom; Classroom 16 (Kindergarten) - there is no restroom in this classroom.
Safety (Fire Safety, Hazardous Materials)	X			Multipurpose Room - the wheelchair lift to the stage has an expired permit.
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 and 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)	*	*	*	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 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).

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)	16	26	44
Mathematics (Grades 3-8 and 11)	20	21	33



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 - Grade 3													
Student Groups	Total Enrollment	Number Tested	Percent Tested	English-Language Arts				Number Tested	Percent Tested	Mathematics			
				Percent Achievement Level						Percent Achievement Level			
				One	Two	Three	Four			One	Two	Three	Four
All Students	115	110	95.7	66	22	8	4	111	96.5	57	24	16	2
Male	115	54	47	72	19	9	0	55	47.8	53	25	20	0
Female	115	56	48.7	61	25	7	7	56	48.7	61	23	13	4
Black or African American	115	28	24.3	75	11	7	7	28	24.3	61	21	18	0
American Indian or Alaska Native	115	1	0.9	--	--	--	--	1	0.9	--	--	--	--
Asian	115	6	5.2	--	--	--	--	6	5.2	--	--	--	--
Filipino	--	--	--	--	--	--	--	--	--	--	--	--	--
Hispanic or Latino	115	51	44.3	67	24	8	2	52	45.2	58	27	13	2
Native Hawaiian or Pacific Islander	115	1	0.9	--	--	--	--	1	0.9	--	--	--	--
White	115	16	13.9	50	31	19	0	16	13.9	38	19	38	0
Two or More Races	115	6	5.2	--	--	--	--	6	5.2	--	--	--	--
Socioeconomically Disadvantaged	115	104	90.4	66	23	7	4	104	90.4	57	25	15	2
English Learners	115	31	27	68	23	6	3	31	27	58	26	13	3
Students with Disabilities	115	16	13.9	94	6	0	0	16	13.9	81	19	0	0
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

*\*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 Involvement (School Year 2015-16)

Woodridge School recognizes that parents/ families are their children's first and most influential teachers and that continued parent/family involvement in their children's education contributes greatly to student achievement and a positive school environment. Involvement includes:

- Encouraging parents/families to serve as volunteers in the school, chaperone field trips, attend student functions and school meetings, participate in school and district committees and advisory councils.
- Regularly communicate with families regarding events, homework, academics and behavior through a school wide biweekly newsletter, individual classroom newsletters, our school website and Facebook page, BlackBoard Connect phone calling system, progress reports each trimester, phone calls, and home visits.
- Offering parent/family educational opportunities including: Community Based English Tutoring, parent workshops, family nights, and referrals to our family resource staff.

Specific opportunities for family involvement include:

- |  |                            |                                      |
|--|----------------------------|--------------------------------------|
| • School governance                      | • School Site Council      | • District Advisory Council          |
| • English Learner Advisory Council       | • PTA                      | • Volunteering;                      |
| • Clerical work in classroom and home    | • Tutoring support         | • Field trips, assemblies            |
| • PTA events, fundraisers, Family Nights | • Student Incentive events | • Picture Day                        |
| • School Beautification Projects         | • Mentor Program           | • Fruit and Vegetable Grant Program  |
| • Attending and Supporting;              | • Student Award Assemblies | • Open House/Back to School Nights   |
| • Parent conferences                     | • Parent Workshops         | • Student performances/School events |

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Woodridge Elementary School office at (916) 566-1650. You may also visit our website at [Woodridge.twinriversusd.org](http://Woodridge.twinriversusd.org) and "find us on Facebook."

## 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

Woodridge School policies and procedures are in place to ensure a safe, responsible, and respectful environment for learning. School rules and behavior expectations are posted throughout the campus, and reinforced in each classroom. A schoolwide discipline plan is used and supported throughout the school community and the BEST (Building Effective Schools Together) team meets monthly to ensure on-going communication about effective school programs and practices are in place.

The Second Step program, a problem solving, impulse control and anger management curriculum, is implemented in all classrooms, and Woodridge School has a full time school counselor. There is an active staff/student mentor program and partnerships with the Foster Grandparent program, the Foothill High ROP program and the Foothill High Key Club facilitate additional student tutoring and support.

Woodridge School will be a uniform school starting in the 2015-2016 school year. The uniform policy was suggested through parent committees and approved through our School Site Council. The purpose behind our uniform policy is to build a sense of pride in our students: pride themselves, their learning, and in our school. The uniform policy will be blue (which will include denim) or khaki pants, shorts or skirts. Tops will be white only or any shade of blue, polo or collared shirts. Woodridge t-shirts will be accepted.

The suspensions and expulsions for the past three years are illustrated in the chart. Suspensions are reported as total number of incidents, not students suspended, as some students may have been suspended on multiple occasions. Suspensions and expulsions rates reflect incidents divided by total enrollment.

	Suspensions & Expulsions					
	Suspensions			Expulsions		
	12-13	13-14	14-15	12-13	13-14	14-15
School	6.7%	4.6%	5.9%	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)

School safety is a primary concern of Woodridge Elementary. The school is always in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Each classroom and office area has an Emergency Preparedness Guide. The school at large has regular fire drill, lock down, and duck and cover procedure rehearsals. In recent years we increased playground supervision, which has reduced the student to supervisory ratio on the yard. Our school Safety Plan is reviewed with staff and stakeholders on an annual basis and revised as needed.

## 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	2012-2013	2010-2011
Year in PI (2015-16)	Year 2	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	23	26	20	1	-	2	4	4	4	-	-	-
1	29	29	26	-	-	-	4	3	4	-	-	-
2	28	27	28	-	-	-	3	4	3	-	-	-
3	31	27	26	-	-	-	3	3	4	-	-	-
4	24	27	23	-	-	-	3	3	3	-	-	-
Other	-	10	-	-	1	-	-	-	-	-	-	-

## School Leadership

Leadership at Woodridge Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Leadership duties are assumed by Principal Roberta Raymond. Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the school plan to ensure instructional programs are consistent with students' needs and the school plan complies with district goals. Opportunities for leadership include:

- School Leadership Team
- ELAC
- PTA
- SSC

## Counseling & Support Staff (School Year 2014-15)

In addition to academics, the staff at Woodridge Elementary School strives to assist students in their social and personal development. Staff members are trained to recognize at-risk behavior in all students. The school values the importance of on-site counseling and has procedures in place to ensure that students receive the services they need.

The table lists the support services personnel available at Woodridge Elementary School.

Some students have exceptional academic needs that can be met through the Resource Specialist Program (RSP). RSP students receive additional instruction in identified academic areas based on Individual Education Plans (IEPs). The school employs a full-time RSP teacher who provides instruction within the general education classroom and through pull-out groups.

Woodridge teachers are all CLAD trained and provide 30 minutes of daily English Language instruction to all identified English Learner students. English Learner students are assessed each year to measure their growth in English.

A Gifted and Talented Education (GATE) program is available for those students who qualify, where students receive challenging supplemental 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
Academic Counselor	1	1.0
Bilingual Paraeducators	1	1.0
Curriculum Support Teacher	1	1.0
Health Assistant	1	0.3
Library Technician	1	0.625
Nurse	1	0.2
Psychologist	1	0.5
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Special Day Class (SDC) Teacher	2	2.0
Speech and Language Specialist	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

All curriculum development at Woodridge Elementary School revolves around the California State Common Core Standards. The writing and implementation of the Twin Rivers Unified School District's curriculum is an ongoing process. The district's curriculum guides are updated regularly to align with the state standards, district goals, and the statewide assessment program. Teachers align classroom curriculum to ensure that all students either meet or exceed state proficiency levels.

## Student Recognition

All Woodridge students have the opportunity to be recognized for their academic achievements and citizenship skills through trimester student awards, our monthly Wildcat Club (behavior celebrations), our PAW student store program, JiJi incentive program, weekly sings, and student of the week program and attendance incentives.

Student leadership opportunities at Woodridge Elementary School include: Student Leadership Team, Peer Tutoring Program, and the Gentlemen's Club.



## Extracurricular Activities

Woodridge Elementary School recognizes that extracurricular activities enrich the educational and social development and experiences of students. Extracurricular activities at Woodridge Elementary School include:

- Student Leadership and Service Learning Groups
- Woodridge Running Club
- Woodridge Stomp Club
- Afterschool START Program

## 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	\$67,568
District	\$71,162
Percentage of Variation	-5.1%
School & State	
All Unified School Districts	\$72,971
Percentage of Variation	-7.4%

## 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](http://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>.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$5,714
From Supplemental/Restricted Sources	\$1,300
From Basic/Unrestricted Sources	\$4,414
District	
From Basic/Unrestricted Sources	\$5,201
Percentage of Variation between School & District	-15.1%
State	
From Basic/Unrestricted Sources	\$5,348
Percentage of Variation between School & State	-17.5%

## 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

