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Twin Rivers Unified School District
Woodridge Elementary School
CDS Code: 34-76505-6066682

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2016-17 School Accountability Report Card
Published in 2017-18 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

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

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at http://dq.cde.ca.gov/dataquest that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

District & School Profile (School Year 2017-18)

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.

Woodridge School is one of 30 elementary schools in the Twin Rivers Unified School District, located in the North Highlands and Foothill Farms area. Woodridge School is a preschool - 4th grade elementary school that serves approximately 550 students.

Woodridge School offers a variety of student enrichment opportunities and special programs including Healthy Behaviors Focus, School-Wide Fine and Performing Arts opportunities and ASES after school program. Every classroom at Woodridge has SMART Board technology and 1:1 ratio student computers. Woodridge School has

Enrollment By Ethnicity Or Student Group (School Year 2016-17)

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

Enrollment by Student Group	
2016-17	
	Percentage
Black or African American	24.6%
American Indian or Alaska Native	0.9%
Asian	8.2%
Filipino	1.6%
Hispanic or Latino	36.9%
Native Hawaiian or Pacific Islander	1.1%
White	18.6%
Two or More Races	5.8%
EL Students	32.3%
Socioeconomically Disadvantaged	95.3%
Students with Disabilities	11.9%
Foster Youth	0.9%

School Enrollment & Attendance (School Year 2016-17)

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.

Woodridge Elementary School had a beginning enrollment of 548 students in grades kindergarten through six for the 2016-17 school year.

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

Enrollment Trend by Grade Level			
	2014-15	2015-16	2016-17
K	110	112	121
1st	109	82	107
2nd	91	101	101
3rd	108	87	100
4th	87	97	119

School Mission Statement

The mission of Woodridge School is to create conditions for all students to learn and succeed.

Our school vision is to provide a welcoming, safe, responsible and respectful environment; high academic expectations for all; rigorous and engaging instruction; and strong partnerships with community and family.

Our success is indicated by a strong school community that supports all children, a friendly, welcoming atmosphere throughout the school campus, and students who are making academic progress. Woodridge staff will continue to support each other as professional learners in a community focused on student success.

A. 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.

Teacher Assignment

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

Teacher Credential Status				
	School			District
	15-16	16-17	17-18	17-18
Fully Credentialed	21	24	26	1256
Without Full Credentials	2	1	1	60
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			
	15-16	16-17	17-18
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	0	0

Science Lab Equipment

The school stocks an adequate supply of equipment for its students. Inventory includes, but is not limited to: microscopes, slides, ring stands, clamps, support rings, utility clamps, test tubes, test tube holders and brushes, tongs, flasks, beakers, and Bunsen burners. For more information, please call the school office.

Instructional Materials (School Year 2017-18)

Twin Rivers Unified held a public hearing on October 4, 2017, 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 2017, 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	From Most Recent Adoption	% Lacking
TK	English/Language Arts	Houghton Mifflin	2013	Yes	0.0%
K-4	English/Language Arts	Houghton Mifflin Journeys	2017	Yes	0.0%
K-4	History/Social Studies	Pearson Scott Foresman	2006	Yes	0.0%
K-4	Mathematics	Houghton Mifflin	2015	Yes	0.0%
TK	Mathematics	Pearson Scott Foresman	2013	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

School Facilities & Safety (School Year 2017-18)

The current facilities were constructed in 1970. The school facilities contains 19 Transitional Kindergarten through 4th grade classrooms, 2 SDC programs, an RSP teacher, a school counselor, three preschool classes, a multipurpose room, a library/media center, a staff lounge, and a playground.

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.

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 ensure 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 2017-18 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.

School Facility Conditions				
Date of Last Inspection: 08/28/2017				
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			
Safety (Fire Safety, Hazardous Materials)	X			Kitchen - the inspection tag for the fire suppression system was missing.
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

B. Pupil Outcomes State Priority: Pupil Achievement

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

• Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP] System, 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

California Assessment of Student Performance and Progress

The California Assessment of Student Performance and Progress (CAASPP) includes computer-based assessments. The computer-based assessments are the Smarter Balanced English Language Arts/Literacy (ELA) and Mathematics tests, administered to grades three through eight and eleven. There is also the optional Standards-based Tests in Spanish (STS) for Reading/Language Arts (RLA).

In the 2014-15 and 2015-16 school years, the Science assessments were paper-pencil tests for grades five, eight, and ten: the California Standards Tests (CSTs) for Science, the California Modified Assessment (CMA) for Science, and California Alternate Performance Assessment (CAPA) for Science. During the 2016–17 school year, the new California Science Test was pilot tested. This pilot test replaced the California Standards Tests and California Modified Assessment for Science. Because this was a pilot year, no Science scores will be disclosed.

The Smarter Balanced Assessment System utilizes computer-adaptive tests and performance tasks that allow students to show what they know and are able to do. Smarter Balanced summative assessment results include student scores, achievement levels, and descriptors that describe performance. These assessment results are only one of several tools used to measure a student's academic performance in ELA/Literacy and mathematics. Smarter Balanced assessment results are most appropriately interpreted alongside other available information about a student's academic achievement, including such measures as District assessments, classroom assignments and grades, classrooms tests, report cards, and teacher feedback.

For 2015–16 and 2016–17, this section includes the school, district,, and state information on the percent of students meeting or exceeding the State standards on the California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Summative Assessments and California Alternate Assessments (CAAs) for English language arts/literacy (ELA) and mathematics for grades three through eight and grade eleven. It also displays Science scores (grades 5, 8, and 10) for 2014-15 and 2015-16.

California Assessment of Student Performance and Progress									
Percent of Students Meeting or Exceeding the State Standards									
Subject	School			District			State		
	2015	2016	2017	2015	2016	2017	2015	2016	2017
English Language Arts/Literacy (Grades 3-8 and 11)	--	14	--	--	31	--	--	48	--
Mathematics (Grades 3-8 and 11)	--	24	--	--	25	--	--	36	--
Science (Grades 5, 8, and 10)	--	--	--	--	--	--	--	--	--

The following table displays information on student achievement by student groups for the school in ELA and Mathematics with all grades combined (grades three through eight and eleven).

California Assessment of Student Performance and Progress							
		English-Language Arts			Mathematics		
Student Groups	Total Enrollment	Number Tested	Percent Tested	% Met or Exceeded CA Standard	Number Tested	Percent Tested	% Met or Exceeded CA Standard
All Students	220	186	84.55	18.92	213	96.82	16.9
Male	114	96	84.21	16.84	110	96.49	17.27
Female	106	90	84.91	21.11	103	97.17	16.5
Black or African American	57	54	94.74	11.32	54	94.74	5.56
Asian	21	11	52.38	36.36	21	100.00	23.81
Hispanic or Latino	82	79	96.34	17.72	81	98.78	14.81
White	36	25	69.44	32	35	97.22	31.43
Socioeconomically Disadvantaged	215	182	84.65	18.23	209	97.21	16.27
English Learners	100	74	74.00	18.92	100	100.00	19
Students with Disabilities	40	38	95.00	10.53	38	95.00	2.63

Note: ELA test results include the Smarter Balanced Summative Assessment and the California Alternate Assessment. 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 on the CAAs divided by the total number of students who participated in both assessments.

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.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. 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.

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 and "find us on Facebook."

Parent Involvement (School Year 2017-18)

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

State Priority: School Climate

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

• Pupil suspension and 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 is a uniform school. The purpose behind our uniform policy is to build a sense of pride in our students: Pride in themselves, pride in their learning, and pride in our school.

The uniform policy is blue (which includes denim) or khaki pants, shorts or skirts. Tops can be white or any shade of blue, polo or collared shirts. Woodridge t-shirts will also 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		
	14-15	15-16	16-17	14-15	15-16	16-17
School	5.87	6.35	4.56	0.00	0.00	0.00
District	7.70	7.78	7.10	0.02	0.01	0.30
State	3.79	3.65	3.65	0.09	0.09	0.09

Safe School Plan (School Year 2016-17)

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.

D. 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.

Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in the city and county of Sacramento, which contain numerous computer workstations. Visit www.saclibrary.org for more information and directions to the nearest branch.

Federal Intervention Program (School Year 2017-18)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not meet federal Annual Measurable Objective targets for two consecutive years in the same area or indicator, including English/Language Arts and Math testing participation rates, attendance rates, and graduation rates. After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not meet those goals.

Due to the flexibility allowed by the Every Student Succeeds Act (ESSA) that became law in December 2015 and reauthorized the ESEA, no LEA or school will be newly identified for PI in the 2017–18 school year. LEAs and schools that received Title I, Part A funds for the 2016–17 school year and were "In PI" in the 2016–17 school year will retain their same PI status and placement year for 2017–18. California elected not to require LEAs or schools to provide Supplemental Educational Services and Choice for the 2017–18 school year, as defined in Section 1116 of the ESEA.

LEAs and schools that received Title I, Part A funds for the 2016–17 school year and either had a status of "Not in PI" for the 2016–17 school year or did not receive Title I, Part A funds for the 2015–16 school year will have a status of "Not in PI" for the 2017–18 school year.

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	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.

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
- PTA
- ELAC
- SSC

	Class Size Distribution											
				Classrooms Containing:								
	Average Class Size			1-20 Students			21-32 Students			33+ Students		
	15	16	17	15	16	17	15	16	17	15	16	17
By Grade Level												
K	20	20	18	2	1	7	4	5	-	-	-	-
1	26	26	28	-	-	-	4	3	3	-	-	-
2	28	25	28	-	-	-	3	4	4	-	-	-
3	26	26	28	-	-	-	4	3	3	-	-	-
4	23	27	28	1	1	1	3	3	4	-	-	-

Counseling & Support Staff (School Year 2016-17)

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
Health Assistant	1	0.3
Library Technician	1	0.4375
Nurse	1	0.2
Psychologist	1	0.4
Resource Specialist Program (RSP) Teacher	1	1.0
RSP Aide	1	0.75
Special Day Class (SDC) Teacher	2	2.0
Speech/Language/ Hearing Specialist	1	1.0

Teacher Evaluation & Professional Development

Teacher Evaluation & Professional Development

The teacher evaluation process is one of the most critical professional development opportunities we have with our staff. A well-constructed evaluation helps to promote high quality instruction and is a fundamental way to support growth. Staff evaluations are completed through formal, non-formal, and non-evaluative interactions. Temporary and probationary teachers are evaluated at least two times annually and tenured teacher evaluations alternate every other year and can be extended up to 5 years. Staff evaluations are conducted by trained administrators and the criteria used is closely linked to the California Standards for the Teaching Profession (CSTP). The CSTP domains are; 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 Certificated support personnel work to build skills and develop educational concepts through the participation in conferences and after school workshops throughout the year. In the 2016-2017 school year, Twin Rivers Unified School District offered 3 to 5 non-student professional development days for teachers depending on the grade level assignments. Professional Learning Communities (PLCs) were organized, met regularly, and collaborated during dedicated periods at each school site during early release days. Professional development sessions were focused on high quality first instruction, implementation of the Common Core Standards, Systems Thinking and leadership development, as well as numerous curricular support programs necessary to support student's continued growth. For the 2016-2017 year, the district also supported over 100 beginning teachers through our partnership with the Sacramento County Office of Education's Employee Induction Program.

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 • 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
• Student Cooking Club   • After School ASES Program
• Student Spanish Club   • Gentleman's Club
• Girl Power Team   • Technology Club
• Family Nights   • Donuts with Dads
• Monthly Attendance Dances   • Student Talent Show

School Site Teacher Salaries (Fiscal Year 2015-16)

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	$69,591
District	$73,962
Percentage of Variation	-5.9%
School & State	
All Unified School Districts	$79,228
Percentage of Variation	-12.2%

Teacher & Administrative Salaries (Fiscal Year 2015-2016)

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 2015-16		
	District	State
Beginning Teachers	$45,390	$47,808
Mid-Range Teachers	$57,705	$73,555
Highest Teachers	$94,579	$95,850
Elementary School Principals	$101,037	$120,448
Middle School Principals	$105,044	$125,592
High School Principals	$112,069	$138,175
Superintendent	$260,000	$264,457
Salaries as a Percentage of Total Budget		
Teacher Salaries	33.0%	35.0%
Administrative Salaries	5.0%	5.0%

District Expenditures (Fiscal Year 2015-1)

Based on 2015-16 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	$6,490
From Supplemental/Restricted Sources	$1,315
From Basic/Unrestricted Sources	$5,175
District	
From Basic/Unrestricted Sources	$5,947
Percentage of Variation between School & District	-13.0%
State	
From Basic/Unrestricted Sources	$6,574
Percentage of Variation between School & State	-21.3%

District Revenue Sources (Fiscal Year 2016-17)

Based on 2016-17 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. 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:

• After School Education & Safety   • Arts in Education
• CA Partnership Academies   • Carl Perkins
• Charter School Fund   • EIA-LEP
• EIA-SCE   • Gifted and Talented Education
• Elementary and Secondary School Counseling Program
• Head Start   • Medi-Cal
• Pupil Retention Block Grant   • Special Education
• State Lottery   • Sustain Meaningful Arts
• Targeted Instruction Improvement Block Grant**
• Title I   • Title II
• Title III