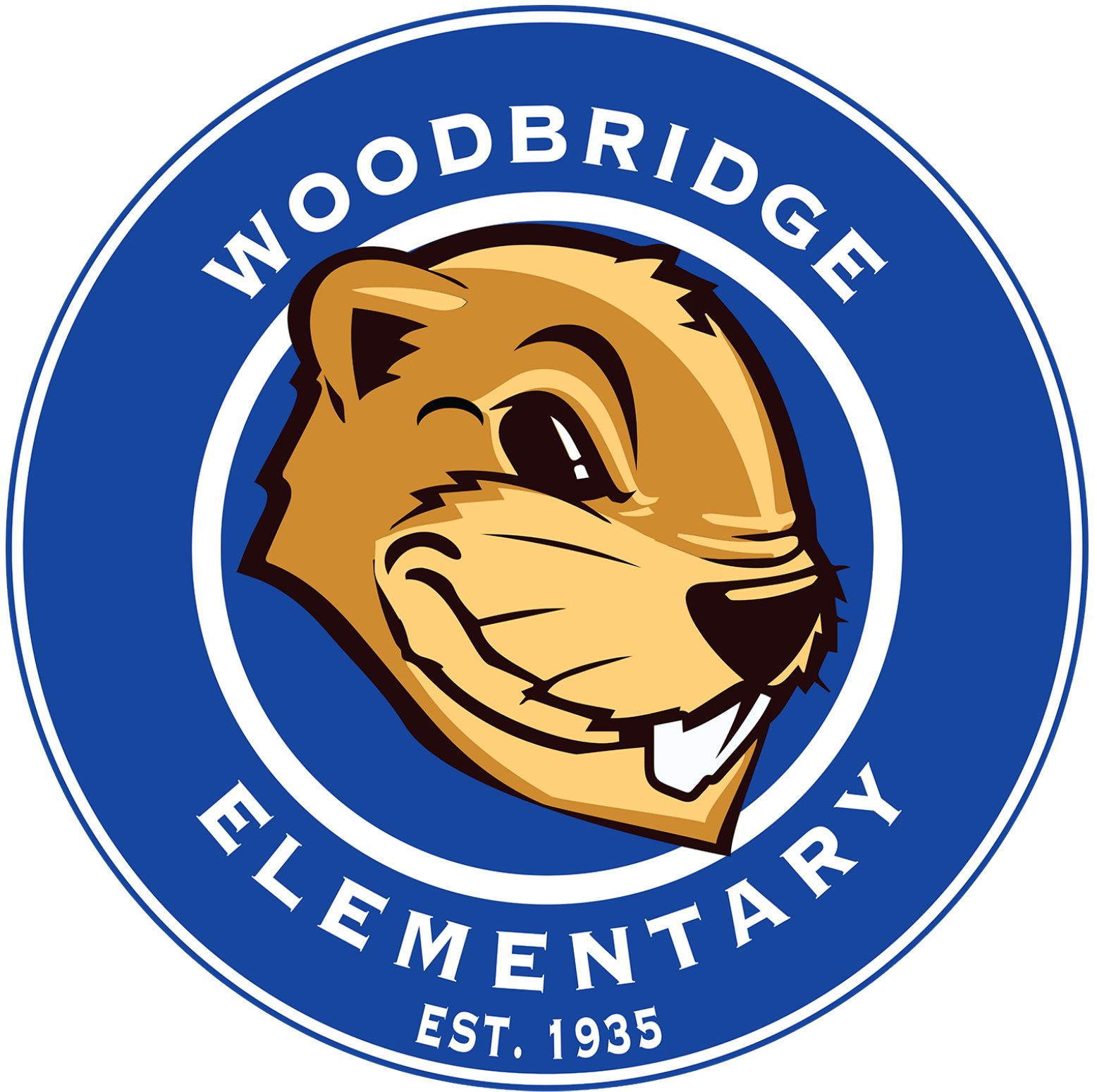


Bradford Woodbridge Fundamental Elementary School

**2021-2022 School Accountability Report Card
(Published During the 2022-2023 School Year)**



General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2022-23 School Contact Information

School Name	Bradford Woodbridge Fundamental Elementary School
Street	515 Niles Avenue
City, State, Zip	Roseville, CA 95678
Phone Number	(916) 771-1850
Principal	Jolene Wegsteen
Email Address	jwegsteen@rcsdk8.org
School Website	https://woodbridge.rcsdk8.org/
County-District-School (CDS) Code	31 66910 6031280

2022-23 District Contact Information

District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
Email Address	
District Website Address	www.rcsdk8.org

2022-23 School Overview

STUDENTS LEARN HERE

At Woodbridge Elementary, we create a safe and encouraging environment with the purpose of inspiring lifelong learners. We believe all students can learn and be successful. As a neighborhood school, we put children first. We are focused on the academic, social, and emotional needs of each student. Woodbridge Elementary is currently the oldest school (founded in 1935) in the Roseville School District and is deeply rooted with strong traditions. Woodbridge's staff combines these traditions and embraces effective research based learning strategies to help our students reach their personal best every day.

WOODBIDGE, A TK-5 ELEMENTARY SCHOOL

At Woodbridge, we teach TK through 5th grade. Woodbridge school previously served kindergarten through third grade students. Woodbridge smoothly transitioned from a K-3 environment, adding fourth grade, fifth grade and Transitional Kindergarten. By 2015-16, Woodbridge was a complete elementary school, serving TK-5 students. This transition has allowed students to remain at their neighborhood school and keep families together at one site, rather than send students to another site for fourth and/or fifth grade. The additional resource of TK helps provide a stronger foundation in students' developmental years and prepares students for academic success.

A POSITIVE SCHOOL ATMOSPHERE

Woodbridge implemented PBIS--Positive Behavior intervention System in the 2015 school year. We believe that positive student behavior and strong student engagement creates lifelong learners. PBIS is a three-year implementation plan that includes staff and parents. The first three years, for the most part, was implementation, and during the fourth year, we strengthened Tiers 1 & 2, and made progress in Tier 3 strategies. Woodbridge has spent time strengthening Tier 2 strategies, and in 2019-20 will enter Tier 3 training and will bridge with our District-wide MTSS program. During the Spring 2019, Woodbridge was recognized for earning a PBIS silver medal status for achieving at least 70% on one or more Tiers with an external coach of the TFI. The four school expectations our students and families follow with PBIS implementation are: 1) Be safe. 2) Be respectful. 3) Be responsible and 4) Be proud. Positive reinforcement aligns with these expectations.

COMMUNITY PARTNERS

Woodbridge continues to be successful in cultivating strong partnerships with community members. We work closely with Woodcreek High School National Honors Society and Students Teaching Students programs, City of Roseville, Invest Health Roseville, our Roseville business community, West Park Club and our local churches. These extra community volunteers provide much needed additional support to our students. We welcome parent, grandparent, and guardian involvement at our school, and encourage you to become a part of our Parent Teacher Club (PTC) and our ELAC. PTC and ELAC both play important roles in reaching and engaging our families in their child's education. We also have a strong School Site Council. Families are encouraged to support their children with independent reading at home. Our "Lending Library" provides independent reading opportunities at home, where students take books home for a few days.

TECHNOLOGY, AND SCHOOL SPIRIT

Students engage with technology- learning different software programs, word processing and researching subjects. Every Friday is Spirit Day when students wear blue to show their school pride. Two years ago, Woodbridge reached a "certified AVID" level school-wide. Every teacher is committed to using AVID learning strategies in classrooms.

BEFORE AND AFTER SCHOOL PROGRAMS

Woodbridge offers several opportunities to extend student learning. Woodbridge is also fortunate to be a recipient for the After School Safety and Education (ASES) and Adventure Club grant. This program operates each day that school is in session from the time the school day starts until 6:00 PM. A memorandum of understanding was established with the City of Roseville Parks and Recreation department to staff and administer this program.

Woodbridge staff meets student needs at all levels. Through our partnerships, PBIS, AVID, and school spirit activities, we

2022-23 School Overview

motivate one another to learn, work and celebrate success!

About this School

2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	63
Grade 1	66
Grade 2	47
Grade 3	60
Grade 4	44
Grade 5	62
Total Enrollment	342

2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.0
Male	52.0
American Indian or Alaska Native	0.3
Asian	5.6
Black or African American	4.1
Filipino	3.2
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.6
Two or More Races	8.2
White	21.1
English Learners	36.3
Foster Youth	0.3
Homeless	7.0
Migrant	1.2
Socioeconomically Disadvantaged	73.4
Students with Disabilities	14.6

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	15.50	93.95	476.80	94.09	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	2.00	0.39	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	5.40	1.07	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	11.50	2.27	12115.80	4.41
Unknown	1.00	6.05	11.00	2.18	18854.30	6.86
Total Teaching Positions	16.50	100.00	506.80	100.00	274759.10	100.00

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

2021-22 Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 1, 2022, 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.

Year and month in which the data were collected

August 2022

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2016	Yes	0
Mathematics	Houghton Mifflin - Expressions 2015	Yes	0
Science	Discovery Education 2020	Yes	0
History-Social Science	Pearson Scott Foresman 2007	Yes	0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12)			

School Facility Conditions and Planned Improvements

General

The District takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the District uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the Maintenance Office.

Maintenance and Repairs:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The District annually inspects wheelchair lifts, tests fire extinguishers, inspects and services all playground backboards, replaces bark on playgrounds and landscaping, and services HVAC units.

School Facility Repair Status:

Overall Summary of School Facilities Repair Status – Exemplary

The inspection included a check of possible gas leaks, mechanical systems, interior and exterior doors and windows, interior surface areas, structural damage, electrical, playground equipment, and hazardous materials. In all areas this school passed inspection.

Cleaning Process and Schedule:

The District has adopted cleaning standards for all schools in the District. The principal works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

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 repairs or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. Since 2008- 2009 the State has suspended the program due to State Budget Reductions. The District still maintains its own program.

Year and month of the most recent FIT report

12/2022

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

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
4. **College and Career Ready**
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	29	N/A	60	N/A	47
Mathematics (grades 3-8 and 11)	N/A	22	N/A	50	N/A	33

2021-22 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	163	97.02	2.98	28.83
Female	79	77	97.47	2.53	37.66
Male	89	86	96.63	3.37	20.93
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	22.58
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	30.77
White	34	32	94.12	5.88	25.00
English Learners	52	49	94.23	5.77	14.29
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	12	100.00	0.00	16.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	121	98.37	1.63	24.79
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	36	94.74	5.26	11.11

2021-22 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the 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.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	168	164	97.62	2.38	21.95
Female	79	78	98.73	1.27	26.92
Male	89	86	96.63	3.37	17.44
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	63.64
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	94	93	98.94	1.06	12.90
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	14	13	92.86	7.14	38.46
White	34	32	94.12	5.88	25.00
English Learners	52	50	96.15	3.85	10.00
Foster Youth	0	0	0.00	0.00	0.00
Homeless	12	12	100.00	0.00	8.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	123	122	99.19	0.81	18.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	38	36	94.74	5.26	5.56

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	10.94	NT	45.53	28.5	29.47

2021-22 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	66	64	96.97	3.03	10.94
Female	29	29	100	0	13.79
Male	37	35	94.59	5.41	8.57
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	44	44	100	0	6.82
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	23	23	100	0	0
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	52	52	100	0	5.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	11	9	81.82	18.18	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	97	98	98	98	98

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2022-23 Opportunities for Parental Involvement

Woodbridge appreciates the parents who volunteer and lead events for our students. Our parents are active in all areas of volunteer service. Our Parent Teacher Club (PTC), English Language Advisory Committee (ELAC), and School Site Council (SSC) provide leadership in maintaining an effective school program. The Woodbridge School PTC and our librarian coordinate their efforts toward our Fall/Spring Book Fair. PTC also organizes family events for students and families to participate in. Currently, Woodbridge hosts the Roseville Joint High School Adult ELD class, where parents are granted an opportunity to learn to speak, read, and write English.

Our English Language Advisory Committee (ELAC) meets at least 3 times throughout the school year to become better informed about our educational program and services. ELAC plans and coordinates events for the school, and makes recommendations for site plan purposes to School Site Council.

We are always looking for parent volunteers. To help in the classroom or to ask questions, please contact us via email or phone call. Our office is open to your ideas.

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	371	356	131	36.8
Female	176	170	59	34.7
Male	195	186	72	38.7
American Indian or Alaska Native	1	1	0	0.0
Asian	26	23	3	13.0
Black or African American	13	13	6	46.2
Filipino	11	11	3	27.3
Hispanic or Latino	213	202	72	35.6
Native Hawaiian or Pacific Islander	2	2	1	50.0
Two or More Races	27	27	14	51.9
White	77	76	32	42.1
English Learners	135	131	28	21.4
Foster Youth	4	4	3	75.0
Homeless	30	29	18	62.1
Socioeconomically Disadvantaged	286	273	99	36.3
Students Receiving Migrant Education Services	5	4	2	50.0
Students with Disabilities	65	65	30	46.2

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	1.92	1.15	2.45
Expulsions	0.00	0.03	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.56	2.43	0.50	1.45	0.20	3.17
Expulsions	0.00	0.00	0.00	0.02	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.43	0.00
Female	0.57	0.00
Male	4.10	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.35	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	7.41	0.00
White	2.60	0.00
English Learners	0.74	0.00
Foster Youth	0.00	0.00
Homeless	3.33	0.00
Socioeconomically Disadvantaged	2.80	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.54	0.00

2022-23 School Safety Plan

Evacuation, lockdown and fire drills are practiced on a regular basis at Woodbridge. Staff is kept up-to-date on safety practices, and the plan is reviewed each year by SSC (School Site Council) and ELAC (English Language Advisory Committee). The Roseville City School District has developed a Crisis Response Plan that outlines the procedures to be followed in the event of an emergency affecting a school site. The plan includes procedures for coordinating resources to respond to any emergency including natural disasters, environmental health issues, accidents, or intruders. The Woodbridge Safety Plan has been developed with staff and parent input. The plan is reviewed with staff and approved by the school site council yearly. Safety Committee meets annually in the Fall to review our safety practices/protocols and the plan was approved January 11, 2023 by the SSC. At the end of the year, we share a survey with our parents for further input and improvement.

Woodbridge works with its community partners on campus to inform them of lockdown and emergency procedures to keep communication open and ensure students are safe at all times and at all locations. Currently, Woodbridge has a cohesive partnership with Placer Fairgrounds to ensure that our evacuation procedures work fluidly, as necessary.

D. Other SARC Information Information Required in the SARC

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

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	13		1
1	17	6	12	1
2	15	18		1
3	15	12	12	1
4	16	12	6	1
5	18	6	12	1
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24	1	14	
1	13	21		
2	16	7	14	
3	11	28		
4	18	7	14	
5	15	12	9	
6				
Other	10	2		

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	6	
1	26	7	9	5
2	13	13	6	
3	14	14	12	
4	12	24		
5	20	6	14	
6				
Other	23		6	

2021-22 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	342

2021-22 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.6
Social Worker	
Speech/Language/Hearing Specialist	1.1
Resource Specialist (non-teaching)	
Other	1.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,225	\$5,481	\$6,745	\$88,788
District	N/A	N/A	\$7,047	\$87,043
Percent Difference - School Site and District	N/A	N/A	-4.4	2.0
State	N/A	N/A	\$6,594	\$87,271
Percent Difference - School Site and State	N/A	N/A	2.3	1.7

2021-22 Types of Services Funded

Woodbridge's budget reflects the needs of its students. Through community involvement with community partners, a Site Plan is implemented. Staff and School Site Council members were included in drafting the School Site Plan. Collectively, funding is spent on: academic support programs, additional behavior support staff, and professional development.

The district funds a School Counselor and Intervention Teacher at Woodbridge Elementary School. These extra positions allow the availability for additional services, which help promote the social, academic and emotional learning and safety for all Woodbridge students. The District also supports reduced class size in TK, 4th grade and 5th grade at Woodbridge School. In addition, the district funds a Community/Parent Liaison that works closely with staff, students and parents to help ensure productive engagement of families and success of students at Woodbridge School.

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,217	\$52,641
Mid-Range Teacher Salary	\$88,246	\$83,981
Highest Teacher Salary	\$102,743	\$107,522
Average Principal Salary (Elementary)	\$126,918	\$136,247
Average Principal Salary (Middle)	\$138,354	\$142,248
Average Principal Salary (High)		\$139,199
Superintendent Salary	\$229,800	\$242,166
Percent of Budget for Teacher Salaries	43%	34%
Percent of Budget for Administrative Salaries	6%	5%

Professional Development

In alignment with the Roseville City School District board goals, the Professional Development Advisory Committee (PDAC) plan was developed to create a comprehensive three-year professional development plan for the District. District organized training is provided to administrators and staff that align with this plan during the four professional development days. In addition, the school sites are provided three additional professional development days throughout the school to focus on school site goals.

Other areas of professional development at Woodbridge include: Response to Intervention (RTI), Advancement Via Individual Determination (AVID), Project Guided Language Acquisition Design (GLAD), English Language Development (ELD) strategies, and Positive Behavioral Intervention and Support (PBIS) strategies throughout the school year. In May 2018, a teacher survey determined that ELD, RTI and AVID continue to be our site's prioritized professional development needs. These professional learning activities are planned and delivered by site lead teachers and/or district leaders or off site workshops via Placer County Office of Education (PCOE). Teachers at Woodbridge continue to ensure that prevention and intervention strategies are provided in a timely manner and to students who need them, and have created a clear process for a) determining which students are experiencing difficulties, b) selecting intervention strategies or supports and matching these supports to students, and c) evaluating whether the intervention strategies are helpful to students. This process is continuously being evaluated and modified via site teacher leaders.

Woodbridge makes the most use of training time during staff meetings, which are held twice a month. PLC time is used to analyze data, review RTI and student assessment, and discuss curriculum strategies. Teachers are supported in implementation with follow up and mentoring from on site lead teachers. An intervention teacher, together with the Principal hold collaborative conferences 4 times a year to discuss and support needs for Tier 3 students who qualify for intensive support in their learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	8	7	7