

Woodcrest Elementary

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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 <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).

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.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Woodcrest Elementary
Street	16940 Krameria Ave
City, State, Zip	Riverside, CA 92504-6119
Phone Number	(951) 776-4122
Principal	Christy Ekman
E-mail Address	cekman@rusd.k12.ca.us
Web Site	www.rusdlink.org/woodcrest
Grades Served	K-6
CDS Code	33-67215-6099188

District Contact Information	
District Name	Riverside Unified
Phone Number	(951) 788-7135
Superintendent	David C. Hansen, Ed.D.
E-mail Address	dchansen@rusd.k12.ca.us
Web Site	www.rusd.k12.ca.us

School Description and Mission Statement (Most Recent Year)

MISSION (What is the purpose of our daily work?):

Mission Statement: Woodcrest teachers and staff, in a partnership with its community, parents, and students strive to provide a safe environment that challenges every student to achieve every day in order to achieve lifelong success.

Our mission is to ensure:

1. All students achieve literacy by third grade;
2. All students academically meet or exceed grade level standards in all content areas;
3. All students develop strategies that encourage depth of knowledge thinking and reasoning;
4. All students are engaged, motivated, and involved in their learning;
5. All students develop personal character for treating others (students and adults) with respect and compassion;
6. All students develop academic habits of a scholarly learner;
7. Educators provide a rigorous, safe environment that meets the academic needs of every student, every day;
8. Technology is used as an instructional tool to help students achieve in the global society;
9. Educators recognize the need for and receive up to date research-based professional development to effectively prepare students for success in the global society;
10. Cultural proficiency is achieved by displaying personal values and behaviors that enable all to engage in effective interactions among students, educators, and the community;
11. Educators and staff members communicate the mission and vision of the school to parents and community;
12. Educators and parents work collaboratively to give students a positive learning experience;
13. There is a cohesive school community where all students recognize ownership in their school and their learning.

Woodcrest Elementary is located in a rural unincorporated area of Riverside County bound by one contiguous attendance area of approximately 3 by 5 miles. The academic environment at Woodcrest supports rigorous instruction for K-6 general education classes and 2 Non-severe Special Day Classes. The Woodcrest support staff includes 23 general education teachers, two special day class teachers, a full-time Resource Specialist, a full-time Language and Speech Pathologist, a part-time School Psychologist, a librarian, a campus supervisor, and an on-campus Champions Day Care provider. Woodcrest serves approximately 695 students.

Programs at Woodcrest include a Fall After-School Intervention Program for students who have been retained or are at risk of retention, a pull-out program during the day for struggling students, Accelerated Reader, DreamBox, band, an Extended Learning Opportunity for completion of homework and class assignments, implementation of multisensory strategies for learning early literacy skills in grades K-2, and a Champions Day Care for before and after school care.

VISION (Where do we want to be/what do we want to become in the future?):

Vision Statement: We envision a team of educators and parents working collaboratively to give students a positive learning experience. The team will recognize the necessity of professional growth, thereby modeling the value of becoming life-long learners. We envision a cohesive school community in which all students recognize and take ownership of their school and their learning.

We envision an environment of respect in which:

1. Educators value and seek out professional growth that will support the achievement of all students;
2. Educators learn and build upon existing pedagogy through grade level, vertical, and school-wide collaboration;
3. Educators plans and implement rigorous instruction that results in the mastery of grade level standards;
4. Educators utilize student learning outcomes for analysis of instructional effectiveness, lesson preparation, and adjustment to meet individual needs;
5. Educators formally, informally, and regularly communicate the progress of students toward learning goals with both parents and students;
6. Administrators support the instructional process and promote positive school image;
7. Parents are active participants in their child's education, support high expectations, and encourage independence;
8. Students are respectful, value the school experience, and take responsibility for their own actions and learning;
9. All students are college and career ready for success in the global society.

COLLECTIVE COMMITMENTS (What will all stakeholders commit to in the pursuit of our mission and vision?)

Collective Commitments: Collectively, all stakeholders commit to working collaboratively to implement up-to-date research-based practices to increase student achievement for every child. Teachers will provide rigorous core instruction for all students and differentiate during Multi-Tiered Systems of Support (MTSS) and English Language Development (ELD) instruction to meet the needs of each child. Parents will support the school rules and regulations, as well as the instructional program designed to meet individual needs of their children. The site administrator and support staff members will work collaboratively with teachers to foster a community of achievers who are college and career ready academically, socially, and emotionally.

Our Collective Commitments:

Collective Commitments:

Collective Commitments are collective actions (or values) that a learning community agrees to that enable the Mission and Vision to be accomplished. These actions are evidence in the learning community's daily work.

In order to achieve our Mission and Vision at Woodcrest Elementary School, we collectively agree to the following commitments that will be evidenced in our planning and daily work with students:

WE ARE COMMITTED TO KNOW OUR STUDENTS AND SET GOALS ALIGNED WITH DESIRED OUTCOMES: We will know our students, analyze data, and set goals that reflect our desired outcomes and consensus of the most important student learning outcomes based on each child's individual needs.

WE ARE COMMITTED TO ENGAGE IN COLLABORATIVE PLANNING: We will plan effective instruction through the use of diagnostic, summative, and formal and informal assessments, grade level standards, using adopted curriculum that is rigorous, well-paced, and includes planning for active student engagement, interest, and student participation. We will determine the most important learning through the use of focus questions and big ideas using common core standards.

WE ARE COMMITTED TO IMPLEMENT RESEARCH BASED INSTRUCTION: We will implement instruction that results in high levels of student interaction and learning while using and monitoring instructional time to effectively support expected student learning.

WE ARE COMMITTED TO ACTIVELY MONITOR, ADJUST, AND INTERVENE: We will monitor the learning of all students and increase our focus on low performing subgroups and individual students and adjust instruction as indicated. We will know students who are not meeting proficiency levels by name and need as we identify, implement, and monitor specific instruction and/or interventions to address areas of deficiency.

WE ARE COMMITTED TO USE FREQUENT CHECKS FOR UNDERSTANDING: We will monitor the progress of every student throughout the lesson using formative, standards-based short cycle common assessments as well as summative district assessments and use this information to drive current and future instruction.

WE ARE COMMITTED TO PROVIDING AN ENVIRONMENT THAT SUPPORTS LEARNING: We will create and maintain a room environment that includes significant and current learning outcomes both teacher and student created that is organized and supportive of our instructional purpose based on standards and desired student learning outcomes.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	91
Grade 1	92
Grade 2	83
Grade 3	99
Grade 4	93
Grade 5	105
Grade 6	97
Total Enrollment	660

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	5
American Indian or Alaska Native	0.8
Asian	3.5
Filipino	0.9
Hispanic or Latino	38
Native Hawaiian or Pacific Islander	0.2
White	48.8
Two or More Races	1.5
Socioeconomically Disadvantaged	48.3
English Learners	9.8
Students with Disabilities	10.6
Foster Youth	2

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 Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	29	28	31	1855
Without Full Credential	0	0	0	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1	0	0
Total Teacher Misassignments *	1	0	0
Vacant Teacher Positions	0	0	0

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

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	93.6	6.4
High-Poverty Schools in District	93.3	6.7
Low-Poverty Schools in District	95.0	5.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 10/2015

Materials Sufficiency Board Meeting Date: October 5, 2015

The table displays information collected in October 5, 2015 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, 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 6-year 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.

Riverside Unified School District adopts instructional materials on a regular schedule based on State adoptions. All students receive appropriate, up-to-date instructional materials for use in the classroom and at home. All materials currently in use have been selected by the staff with parent input, and approved by the Board of Education according to state adoption requirements. Teachers are provided training in the use of new materials.

ELEMENTARY: Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adoption date: 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2-2013 Houghton Mifflin Reading: A Legacy of Literacy, 3-6 - 2002 Scholastic - Read 180/System 44 - 2010	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6	Yes	0%
Science	McGraw Hill: California Science, K-6 (adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (adopted in 2006)	Yes	0%
Visual and Performing Arts	Elementary Music Program and Standards-based Arts Lessons	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Year Constructed: 2004

Lot Size: 10 Acres

24 Permanent Classrooms and 4 Portable Classrooms

Completely Air Conditioned

Library

Multi-Purpose Room - 2003

Indoor and Outdoor Cafeteria

"Riverside Unified School District maintains both 5 and 15 year major maintenance plans for all schools. These plans are located at the District's Maintenance and Operations Office and are available for review."

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities. Woodcrest Elementary School completed their school site inspection on 06/04/15.

Woodcrest has a full time custodial staff who along with other district personnel maintain the grounds and facilities.

Riverside Unified School District has allocated funds for the sole purpose of school maintenance pursuant to Education Code sections 17002(d), 17014, 17032.5, 17070.75(a), and 17089(b). The information below displays the number of individual maintenance work orders completed in the last 12 months and the assessed value of the work completed.

of Work Orders = 229

Labor Hours = 883.09

Assessed Value of Work = \$40,724.07

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 06/04/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: 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 Rating (Most Recent Year)

Year and month in which data were collected: 06/04/15				
Overall Rating	Exemplary	Good	Fair	Poor
	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], Science California Standards Tests); 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 Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	33	43	44
Mathematics	25	33	33

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

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	99	99	100.0	52	34	10	4
	4	97	95	97.9	38	19	28	15
	5	108	106	98.1	42	19	24	15
	6	99	97	98.0	31	34	31	4
Male	3		50	50.5	48	36	10	6
	4		48	49.5	42	19	31	8
	5		64	59.3	45	22	22	11
	6		47	47.5	34	34	32	0
Female	3		49	49.5	55	33	10	2
	4		47	48.5	34	19	26	21
	5		42	38.9	38	14	26	21
	6		50	50.5	28	34	30	8
Black or African American	3		3	3.0	--	--	--	--
	4		4	4.1	--	--	--	--
	5		6	5.6	--	--	--	--
	6		3	3.0	--	--	--	--
American Indian or Alaska Native	5		2	1.9	--	--	--	--
	6		1	1.0	--	--	--	--
Asian	3		3	3.0	--	--	--	--
	4		5	5.2	--	--	--	--
	5		3	2.8	--	--	--	--
	6		2	2.0	--	--	--	--

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		2	2.0	--	--	--	--
	5		2	1.9	--	--	--	--
Hispanic or Latino	3		44	44.4	55	34	7	5
	4		37	38.1	49	16	24	11
	5		37	34.3	38	27	27	8
	6		39	39.4	31	38	31	0
White	3		45	45.5	49	36	11	4
	4		45	46.4	24	22	36	18
	5		54	50.0	44	19	19	19
	6		48	48.5	31	25	35	8
Two or More Races	4		1	1.0	--	--	--	--
	5		2	1.9	--	--	--	--
	6		3	3.0	--	--	--	--
Socioeconomically Disadvantaged	3		60	60.6	57	30	10	3
	4		39	40.2	49	13	28	10
	5		55	50.9	55	16	22	7
	6		42	42.4	31	36	31	2
Students with Disabilities	3		15	15.2	87	13	0	0
	4		14	14.4	79	21	0	0
	5		17	15.7	82	0	12	6
	6		13	13.1	69	15	15	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	99	99	100.0	47	27	19	6
	4	97	95	97.9	27	44	20	8
	5	108	107	99.1	45	34	13	8
	6	99	97	98.0	33	43	14	9
Male	3		50	50.5	40	26	22	12

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	4		48	49.5	25	44	23	8
	5		65	60.2	45	32	15	8
	6		47	47.5	45	36	13	6
Female	3		49	49.5	55	29	16	0
	4		47	48.5	30	45	17	9
	5		42	38.9	45	36	10	10
	6		50	50.5	22	50	16	12
Black or African American	3		3	3.0	--	--	--	--
	4		4	4.1	--	--	--	--
	5		6	5.6	--	--	--	--
	6		3	3.0	--	--	--	--
American Indian or Alaska Native	5		2	1.9	--	--	--	--
	6		1	1.0	--	--	--	--
Asian	3		3	3.0	--	--	--	--
	4		5	5.2	--	--	--	--
	5		3	2.8	--	--	--	--
	6		2	2.0	--	--	--	--
Filipino	3		2	2.0	--	--	--	--
	5		2	1.9	--	--	--	--
Hispanic or Latino	3		44	44.4	57	30	14	0
	4		37	38.1	35	49	16	0
	5		38	35.2	58	32	8	3
	6		39	39.4	36	49	15	0
White	3		45	45.5	40	29	22	9
	4		45	46.4	20	42	24	13
	5		54	50.0	39	33	17	11
	6		48	48.5	31	38	13	19
Two or More Races	4		1	1.0	--	--	--	--
	5		2	1.9	--	--	--	--
	6		3	3.0	--	--	--	--
Socioeconomically Disadvantaged	3		60	60.6	52	27	18	3
	4		39	40.2	38	41	18	3
	5		56	51.9	57	32	7	4
	6		42	42.4	33	40	17	10
Students with Disabilities	3		15	15.2	73	20	7	0
	4		14	14.4	57	36	7	0
	5		17	15.7	88	12	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		13	13.1	69	23	8	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	59	66	56	56	60	58	59	60	56

Note: Scores are not shown 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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	58
All Students at the School	56
Male	55
Female	58
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	51
White	59
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	36
Students with Disabilities	40
Foster Youth	--

Note: Scores are not shown 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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.20	20.40	37.90

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

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 schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

For parental involvement at this school contact Christy Ekman, principal, at 951-776-4122.

Woodcrest has a very active PTA that encourages all parents to become involved in their child's education. Parents are encouraged to attend the Parent Teacher Association Meetings, parent workshops offered during School Site Council and English Learner Advisory Committee Meetings, student programs, and student of the month assemblies. They are also encouraged to volunteer in their child's classroom, as well as participate in the numerous hands-on fundraisers that support the educational programs for their students. The Woodcrest community knows that a child's education is most productive and positive when parents take an active role in their child's education through the completion of homework and through ongoing communication with the school. The Woodcrest PTA has several committees which promote parent involvement, including a committee of room parents assigned to support each class. In addition, parents participate on the School Site Council (SSC) and English Learner Advisory Committee (ELAC) which meet once a month to develop, review, and modify the school plan. The school plan outlines the rigorous academic instructional program and functions for all grade levels. Finally, parents are encouraged to attend the Parent-Information Night offered throughout the school year. Parent-Information nights are scheduled to provide parents with school-related information such as facts about the report card and common core standards, Smarter Balance Assessment results, as well as an opportunity to ask questions about any school related function and parent workshops.

PTA President: Holly Dullas
Phone Number:(951) 750-0744

Parents can volunteer for SSC, ELAC, and PTA by calling the school office at 776-4122.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.49	2.13	1.41	4.82	4.50	4.37	5.07	4.36	3.80
Expulsions	0.15	0.00	0.00	0.25	0.18	0.22	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The School Site Council or its delegate is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Assistant Superintendent of Operations to give guidance on what should

be included in the School's Safety Plan. The Safety Plan is discussed with staff, evaluated, amended/reviewed/updated by March 1 of each year. The school's safety committee makes monthly safety inspections. A school Disaster Preparedness Plan that deals with a wide variety of emergency situations is incorporated into the School Safety Plan. Earthquakes, fire, and lockdown drills are conducted as required. The key elements of the Comprehensive School Safety Plan include an assessment of current status of school crime; provisions of any schoolwide dress code including the definition of "gang related apparel"; safe movement of pupils, parents and school employees to and from school; strategies in maintaining a safe and orderly school environment; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspensions, expulsion or mandatory expulsion and other school designated serious acts which would lead to suspension or expulsion, notification to teachers, anti-bullying policy and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school also has an assigned School Resource Officer (SRO). The SRO is called to the school site to support administrations when necessary.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	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)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	73.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24		3		23		4		23		4	
1	33		1	1	29		3		23		4	
2	31		3		28		3		28		3	
3	29		3		28		3		32		2	1
4	29		3		28	1	1	2	24	1	3	
5	31		3		30		3		33		1	2
6	28	1	1	2	34			3	26	1	3	
Other					14	1						

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	5,442	997	4,444	86,180
District	N/A	N/A	\$4,709	\$79,035
Percent Difference: School Site and District	N/A	N/A	-8.8	0.9
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-19.7	9.2

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

Types of Services Funded (Fiscal Year 2014-15)

Woodcrest Elementary School received the following Categorical Program/Supplemental funds which can be used to provide the following services:

\$36,263 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,695	\$43,165
Mid-Range Teacher Salary	\$73,295	\$68,574
Highest Teacher Salary	\$95,855	\$89,146
Average Principal Salary (Elementary)	\$119,572	\$111,129
Average Principal Salary (Middle)	\$126,482	\$116,569
Average Principal Salary (High)	\$137,354	\$127,448
Superintendent Salary	\$239,574	\$234,382
Percent of Budget for Teacher Salaries	41%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Major topics covered during professional development in the past three years include:

1. Grade level training in implementing Common Core State Standards and planning using district adopted materials
2. Grade level training in the Pearson EnVision math program
3. Grade level training in the use of the Standards for Mathematical Practices
4. Grade level training in the use of Number Talks
5. Training in student engagement strategies and how to engage students every 3-5 minutes
6. Completion of GATE certified training by teachers of GATE identified students
7. Training for teachers of English Learners to support instruction of English Language Development and core instruction in all content areas
8. Data Analysis
9. Use of learning cycles
10. How to identify and provide grade-level instruction using Focus Standards, Big Ideas, and Essential Questions
11. K-2 multisensory strategies for improving early literacy instruction
12. How to administer all District assessment, DIBELS, and Smarter Balance Assessments effectively
13. Implementation of explicit direct instruction
14. Implementation of academic register of Tier II words and scaffolds for language development including sentence frames, word banks, and structured partner talk .
15. Training on how to support students to engage in collaborative conversations
16. Implementation of research-based strategies for teaching writing
17. Professional development for research-based strategies for Close Reading and integrating technology
- 18 K-2 training in use of Treasures including implementation of Common Core State Standards (CCSS)

Major topics for professional development identified by the move to implement the CCSS and to address needs identified during data analysis of district and site-based common assessments that will be covered during the 2015-2016 school year include:

1. A focus on increasing student exposure to unseen/unfamiliar text
2. Implementation of the Basal Alignment Project and Units of Study using district adopted materials for Core instruction in the content areas
3. A continuation of the focus on the implementation of CCSS using the Standards for Mathematical Practices and number talks
4. How to implement an effective replacement program (Read 180/System 44) for ELA instruction
5. Implementation of best practices for addressing the three shifts of CCSS: building knowledge through content-rich nonfiction and informational text in addition to literature; providing evidence within text, and use of complex academic vocabulary
6. Implementation of an RTI/MTSS Plan of Action
7. Implementation of best practices for addressing 3 text types of writing and writers workshop
8. Integration of Depths of Knowledge practices within instructional teaching across content areas
9. Explicit direct instruction in all content areas
10. Implementation of the close reading strategy incorporating written application
11. Training for incorporating technology to support academic instruction and increased student engagement
12. Training on how to use online resources (Accelerated Reader, DreamBox, Haiku, Gooru) to support academic instruction and increased student engagement
13. Professional development in the areas of math claims and performance tasks.

Professional development will be delivered during the district-planned professional development trainings, staff and team meetings along with 1-2 full and/or half-day professional development trainings planned throughout the year. Meetings will be strategically scheduled in order to provide continuity and structure with planning. Individual mentoring will be provided during conferences with teachers.