Bradford Woodbridge Fundamental Elementary School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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, 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 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).

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 (School Year 2017-18)

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	Martha Paso
E-mail Address	mpaso@rcsdk8.org
Web Site	www.rcsdk8.org
CDS Code	31 66910 6031280

District Contact Information	
District Name	Roseville City School District
Phone Number	(916) 771-1600
Superintendent	Derk Garcia
E-mail Address	
Web Site	www.rcsdk8.org

School Description and Mission Statement (School Year 2017-18)

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 and will learn and succeed here.

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.

WOODBRIDGE, A TK-5 ELEMENTARY SCHOOL
This is our third year as a TK-5 school. During the past three school years, Woodbridge transitioned from a K-3 environment , then added fourth grade, and Transitional Kindergarten. By 2015-16, Woodbridge was a complete elementary school, serving K-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. Woodbridge also has a partnership with Placer County Office of Education's Early Education program where approximately 10-15 students attend pre-school on campus. This additional resource helps provide a stronger foundation in their developmental years and prepares students for academic success.

A POSITIVE SCHOOL ATMOSPHERE
Woodbridge received a grant for the 2014-2015 school year to implement PBIS--Positive Behavior intervention System. 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 this fourth year, we are strengthening our Tiers 1 & 2, and progressing in Tier 3 strategies. The three school goals our students and families follow with PBIS implementation are: 1) Be safe. 2) Be respectful. 3) Be responsible. We have gradually added 4) Be proud. Positive reinforcement aligns with these goals.

COMMUNITY PARTNERS
Woodbridge is very successful in cultivating strong partnerships with community members. We work closely with Woodcreek High School National Honors Society and Students teaching Students programs, Blue Line Gallery, City of Roseville, Invest Health Roseville and our Roseville business community. These extra community volunteers provide much needed additional support to over 300 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 Bilingual Advisory Committee (BAC)! PTC and BAC both play important roles in reaching and engaging our families in their child's education. Parents may participate in our District's Love and Logic workshops, where they learn effective parenting strategies for disciplining their children and becoming a partner in their child's education. Parents are recommended to encourage and 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. This year, our staff is committed to our implementation of AVID in all grades. We plan to become a recognized AVID school.

BEFORE AND AFTER SCHOOL PROGRAMS

Woodbridge offers several opportunities to extend student learning. We began a homework club for our 5th graders this school year. Woodbridge is also lucky to be a grant recipient for the After School Safety and Education (ASES) and Adventure Club grant. The program operates each day that school is in session from 6:30 am until the close of school, 6:15 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, our technology program. PBIS, AVID, and Spirit Fridays, we motivate one another to learn, work and celebrate success!

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	65
Grade 1	49
Grade 2	50
Grade 3	59
Grade 4	41
Grade 5	66
Total Enrollment	330

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	1.2
American Indian or Alaska Native	1.2
Asian	2.4
Filipino	2.7
Hispanic or Latino	59.7
Native Hawaiian or Pacific Islander	1.5
White	24.5
Two or More Races	2.7
Socioeconomically Disadvantaged	75.2
English Learners	36.4
Students with Disabilities	8.8
Foster Youth	0.6

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.

Teacher Credentials

Teachers	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	17	22	16	470
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 9/7/17

Roseville City Elementary held a public hearing on September 7, 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.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark	Yes	0
Mathematics	Houghton Mifflin 2015	Yes	0
Science	Science MacMillan/ McGraw Hill 2008	Yes	0
History-Social Science	History/Social Science Pearson Scott Foresman 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 12/2017				
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 of the most recent FIT report: 12/2017				
	Exemplary	**Good**	**Fair**	**Poor**
Overall Rating	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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		**District**		**State**	
	2015-16	**2016-17**	**2015-16**	**2016-17**	**2015-16**	**2016-17**
English Language Arts/Literacy (grades 3-8 and 11)	34	39	63	63	48	48
Mathematics (grades 3-8 and 11)	29	25	53	51	36	37

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 Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	164	99.39	39.02
Male	95	94	98.95	32.98
Female	70	70	100	47.14
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	99	98	98.99	35.71
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100	53.85
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	131	99.24	34.35

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	70	69	98.57	33.33
Students with Disabilities	23	23	100	4.35
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	165	165	100	25.45
Male	95	95	100	27.37
Female	70	70	100	22.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	99	99	100	23.23
Native Hawaiian or Pacific Islander	--	--	--	--
White	39	39	100	33.33
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	132	132	100	20.45
English Learners	70	70	100	21.43
Students with Disabilities	23	23	100	4.35
Foster Youth	--	--	--	--

Note: 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.

Note: 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.

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)		24		73		56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	24.2	18.2	22.7

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 State priority: Parental Involvement (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 (School Year 2017-18)

Woodbridge appreciates the parents who volunteer and lead events for our students. Our parents are active in all areas of volunteer service. Our PTC, Bilingual Advisory Committee, and School Site Council provide leadership in maintaining an effective school program. The Woodbridge School PTC and our librarian coordinate their efforts toward our Fall/Spring Book Faire. PTC also organizes our movie nights, skate nights, and our Harvest Festival throughout the school year. Parents also help our Dr. Seuss read-a-thon each year, and help promote our Run4Roseville and Jog-a-thon. Woodbridge parents lead our Art Docent program, which consists of lessons focusing on historically significant artists and their work. Our PTC funds many projects to help supplement the academic achievement for our students. PTC meetings are the first Thursday of every month. All parents are welcome.

Our Bilingual Advisory Committee (BAC) meets regularly throughout the school year to become better informed about our educational program and services. BAC plans and coordinates events for the school, and makes recommendations for site plan purposes to School Site Council. A weekly parent group meets at Woodbridge that supports active learning for English Language Learners. Parenting workshops are held monthly in our multi-purpose room.

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

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

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	5.6	5.8	3.0	3.0	2.7	3.2	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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 and BAC. 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.

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.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2012-2013
Year in Program Improvement*	Year 3	Year 2
Number of Schools Currently in Program Improvement	N/A	3
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15 Avg. Class Size	2014-15 Number of Classes 1-20	21-32	33+	2015-16 Avg. Class Size	2015-16 Number of Classes 1-20	21-32	33+	2016-17 Avg. Class Size	2016-17 Number of Classes 1-20	21-32	33+
K	23		2		19	3	4		19	6	12	
1	20	2			23		4		24		12	
2	22		2		21	2	4		24		12	
3	22		3		23		4		21	2	10	
4	20	1	2		22		6		24		12	
5					23		4		22	6	12	
Other	16	1	1		7	2			9	6		

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 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.5	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	.5	N/A
Resource Specialist	.5	N/A
Other	2.3	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 2015-16)

Level	Expenditures Per Pupil Total	Supplemental/ Restricted	Basic/ Unrestricted	Average Teacher Salary
School Site	$8,514	$2,824	$5,690	$65,111
District	N/A	N/A	$6,508	$80,553
Percent Difference: School Site and District	N/A	N/A	-12.6	-19.6
State	N/A	N/A	$6,574	$78,363
Percent Difference: School Site and State	N/A	N/A	-15.3	-15.6

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

Types of Services Funded (Fiscal Year 2016-17)

Woodbridge's budget reflects the needs of its students. Through community involvement with stakeholders, a Site Plan is implemented. Staff, BAC committee members, site council and the PTC were included in drafting the Site Plan. Collectively, funding is spent on: before and after school programs, additional behavior support staff, technology, and professional development. The district funds a school counselor, a community liaison, and an intervention teacher at Woodbridge School. These extra resources allow the availability for additional services which help promote the social, academic and emotional learning and safety for all Woodbridge students.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$41,775	$48,678
Mid-Range Teacher Salary	$81,529	$78,254
Highest Teacher Salary	$94,924	$96,372
Average Principal Salary (Elementary)	$110,722	$122,364
Average Principal Salary (Middle)	$125,320	$125,958
Average Principal Salary (High)		$126,758
Superintendent Salary	$197,499	$212,818
Percent of Budget for Teacher Salaries	45%	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)

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), English Language Development (ELD) strategies, and Positive Behavioral Intervention and Support (PBIS) strategies throughout the school year. In December 2017, a teacher survey determined that ELD, RTI and AVID were our site's professional development needs. These professional learning is delivered by site lead teachers and/or district leaders or off site workshops via Placer County Office of Education (PCOE). Also, Woodbridge makes the most use of training time during some staff meetings in the morning, which are held twice a month. PLC time is used to analyze data, review RTI and student assessment, and discuss curriculum strategies.