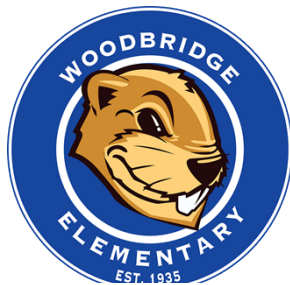


Bradford Woodbridge Fundamental Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/ .
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/ .

2024-25 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/
Grade Span	K-5
County-District-School (CDS) Code	31 66910 6031280

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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.

2024-25 School Description and Mission Statement

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 entered into Tier 3 training and to bridge with our District-wide MTSS program. Woodbridge was recognized in the 2023 and 2024 for earning a PBIS platinum medal status. 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 a problem solver. Positive reinforcement aligns with these expectations.

COMMUNITY PARTNERS

Woodbridge continues to be successful in cultivating strong partnerships with community members. We work closely with 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.

EDUCATIONAL PROGRAMS and TECHNOLOGY

AVID is a driving force behind our classrooms. AVID strategies are used in classrooms TK - 5 to support students and prepare them for the future. Woodbridge reached a "certified AVID" level school-wide. Every teacher is committed to using AVID learning strategies in classrooms. GLAD (Guided Language Acquisition Design) is implemented in all classrooms to support language development and build background for all students. Students engage with technology- learning different software programs, word processing and researching subjects.

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, serving students in kindergarten - fifth grade. A memorandum of understanding was established with the City of Roseville Parks and Recreation department to staff and administer this program. Additionally, Right At School is at Woodbridge, offering after school care from the end of the school day until 6:00pm on school days. This program offers paid, discounted and free child care to students in our transitional kindergarten through 5th grade.

Woodbridge staff meets student needs at all levels. Through our partnerships, PBIS, AVID, and school spirit activities, we motivate one another to learn, work and celebrate success!

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	47
Grade 2	46
Grade 3	59
Grade 4	36
Grade 5	54
Total Enrollment	307

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	44.3
Male	55.4
Non-Binary	0.3
Asian	7.5
Black or African American	2
Filipino	1.6
Hispanic or Latino	56.7
Native Hawaiian or Pacific Islander	0.7
Two or More Races	6.8
White	24.4
English Learners	40.4
Homeless	8.8
Migrant	0.7
Socioeconomically Disadvantaged	69.7
Students with Disabilities	17.9

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/Incomplete/NA	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

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)	15.20	82.08	517.10	93.46	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	4.30	0.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	16.30	2.96	11953.10	4.28
Unknown/Incomplete/NA	3.30	17.92	14.40	2.61	15831.90	5.67
Total Teaching Positions	18.50	100.00	553.30	100.00	279044.80	100.00

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.

2022-23 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)	15.40	91.53	510.70	93.72	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	1.00	0.18	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	6.50	1.20	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	5.92	15.30	2.81	11746.90	4.23
Unknown/Incomplete/NA	0.40	2.55	11.30	2.08	14303.80	5.15
Total Teaching Positions	16.80	100.00	544.90	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	0

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00	1
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	0.00	0.00	1

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
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	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Roseville City Elementary held a public hearing on September 12, 2024, 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 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark 2024	Yes	0
Mathematics	Houghton Mifflin - Expressions 2015	Yes	0
Science	Discovery Education 2020	Yes	0
History-Social Science	Pearson Scott Foresman 2007	Yes	0

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

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

12/2024

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			
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			

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 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).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	24	27	57	56	46	47
Mathematics (grades 3-8 and 11)	21	24	49	49	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	150	142	94.67	5.33	26.76
Female	67	64	95.52	4.48	28.13
Male	83	78	93.98	6.02	25.64
American Indian or Alaska Native	0	0	0	0	0
Asian	17	16	94.12	5.88	43.75
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	71	93.42	6.58	19.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	36	94.74	5.26	25.00
English Learners	57	50	87.72	12.28	14.00
Foster Youth	0	0	0	0	0
Homeless	16	12	75.00	25.00	33.33
Military	--	--	--	--	--
Socioeconomically Disadvantaged	105	99	94.29	5.71	23.23
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	0.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	150	147	98.00	2.00	23.81
Female	67	65	97.01	2.99	18.46
Male	83	82	98.80	1.20	28.05
American Indian or Alaska Native	0	0	0	0	0
Asian	17	16	94.12	5.88	31.25
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	76	75	98.68	1.32	14.67
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	38	37	97.37	2.63	35.14
English Learners	57	56	98.25	1.75	14.29
Foster Youth	0	0	0	0	0
Homeless	16	16	100.00	0.00	31.25
Military	--	--	--	--	--
Socioeconomically Disadvantaged	105	104	99.05	0.95	23.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	30	29	96.67	3.33	3.45

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	8.70	22.64	44.26	43.48	30.29	30.73

2023-24 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	54	53	98.15	1.85	22.64
Female	26	26	100.00	0.00	26.92
Male	28	27	96.43	3.57	18.52
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	25	25	100.00	0.00	8.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	12	11	91.67	8.33	27.27
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	34	34	100.00	0.00	23.53
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	11	10	90.91	9.09	--

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.

2023-24 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. The administration of the PFT requires only participation results 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	96	96	100	100	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.

2024-25 Opportunities for Parental Involvement

Woodbridge appreciates the parents/guardians who volunteer and lead events for our students. Our parents/guardians are active in all areas of volunteer service. Our Parent Teacher Club (PTC), English Language Advisory Committee (ELAC), School Site Council (SSC) and Art Docent program, provide opportunities and leadership for parents/guardians to support an effective school program. The Woodbridge PTC organizes family events for students and families to participate in.

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.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	349	339	65	19.2
Female	154	147	29	19.7
Male	194	191	36	18.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	27	25	1	4.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	196	193	38	19.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	27	26	5	19.2
White	83	80	18	22.5
English Learners	144	142	12	8.5
Foster Youth	--	--	--	--
Homeless	44	42	11	26.2
Socioeconomically Disadvantaged	254	250	54	21.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	66	66	12	18.2

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.43	1.2	0.57	1.45	1.68	2.51	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.02	0.01	0.02	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.57	0.00
Female	0.65	0.00
Male	0.52	0.00
Non-Binary	0.00	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	0.51	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	1.20	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	2.27	0.00
Socioeconomically Disadvantaged	0.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.52	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Evacuation (fire drills), lockdown, secure and hold 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

2024-25 School Safety Plan

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 15, 2025 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.

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.

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	
Other	23		6	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	13	24		
1	24		14	
2	18	20		
3	13	18		
4	17	11	6	
5	16	10	7	
Other	23	1	2	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	15	7	14	
1	24		14	
2	15	13	6	
3	16	26		
4	12	17		
5	19	5	14	
Other	11	1		

2023-24 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	307

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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	\$17,578	\$7,604	\$9,973	\$138,918
District	N/A	N/A	\$9,098	\$97,790
Percent Difference - School Site and District	N/A	N/A	9.2	34.7
State	N/A	N/A	\$10,771	\$96,325
Percent Difference - School Site and State	N/A	N/A	-7.7	36.2

Fiscal Year 2023-24 Types of Services Funded

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

The district funds a School Counselor, MTSS TOSA, 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.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$51,032	\$58,553
Mid-Range Teacher Salary	\$99,594	\$93,924
Highest Teacher Salary	\$115,955	\$119,489
Average Principal Salary (Elementary)	\$135,935	\$149,898
Average Principal Salary (Middle)	\$158,377	\$157,111
Average Principal Salary (High)	\$0	\$151,698
Superintendent Salary	\$265,000	\$270,432
Percent of Budget for Teacher Salaries	41%	32%
Percent of Budget for Administrative Salaries	6%	6%

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. 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) and/or Sacramento County Office of Education (SCOE). 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.

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	7	7	7