

Woodcrest Elementary School

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



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

California School Dashboard



The California School Dashboard (Dashboard)

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

Internet Access

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

2023-24 School Contact Information

School Name	Woodcrest Elementary School
Street	16940 Krameria Ave.
City, State, Zip	Riverside, CA 92504
Phone Number	(951) 776-4122
Principal	Eric Fladland
Email Address	efladland@riversideunified.org
School Website	woodcrest.riversideunified.org
County-District-School (CDS) Code	33-67215-6099188

2023-24 District Contact Information

District Name	Riverside Unified School District
Phone Number	(951) 788-7135
Superintendent	Ms. Renee Hill
Email Address	rhill@riversideunified.org
District Website	http://riversideunified.org/

2023-24 School Description and Mission Statement

Mission Statement: Woodcrest Elementary is creating compassionate and conscientious leaders and learners; every person, every day. We are TERRIFIC!

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 twenty-five TK-6 general education classes and two mod-severe Special Day Classes. The Woodcrest staff includes 26 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 part-time SAP (Student Assistance Program) Counselor, a part time MTSS School Counselor, a HEARTS after school program teacher on special assignment, a library media assistant, a campus supervisor, a full time Assistant Principal and an on-campus Champions Day Care provider. Woodcrest serves approximately 660 students.

Woodcrest is in its seventh year as Leader in Me school, a transformational process that develops lifelong leadership skills in students from K-12. After a book study, visits to local Leader in Me schools, discussions with staff, parents, and community

2023-24 School Description and Mission Statement

members, plus an analysis of the cost and benefits for our school, we decided to pursue becoming a Leader in Me school in the 2017-18 school year. "The Leader in Me", Franklin Covey's student version of the "7 Habits for Highly Effective People", is a process of building every student's capacity for leadership. It involves multiple paradigm shifts at the core of this process, the first of which is moving from "Leadership is for the few" to "Everyone can be a leader." This belief permeates the process from TK through sixth grade, from noon supervisors to classified staff, and from certificated staff to administration. Every person on campus has been trained in the seven habits and as such, speaks the same language and supports the same goals. Our vision is to change the culture of the school from the inside out. We believe that everyone has genius within, that change begins with the individual rather than from some outside pressure or source, that educators need to empower each student to lead their own learning, and that we are here to develop the whole person, mind, body, and spirit. The Leader in Me supports the three local goals of high-quality teaching and learning, preparing college and career ready students, and fully engaging students, parents, and the community. Our academic systems are aligned with school, classroom, student, and staff goals. Data is used to track progress toward the goals and instruction is empowered through goal-focused planning and reflection, collaborative protocols looking at each student's growth, and a move toward student-led learning. As leadership principles are taught to staff, students, and families, we are creating a leadership culture and environment where these new skills can thrive. These are the very skills necessary for success in college and beyond. Through community events and parent education groups, some of which are led by the students themselves, we engage every member of the Woodcrest community.

Our goals at Woodcrest include continued academic growth in reading, writing, and math through best first instruction, highly effective teaching strategies, a focus on standards at each grade level, and regular use of the cycle of inquiry to plan lessons, act on those plans, reflect on the process and results, and analyze the data in order to plan future lessons. We also incorporate the Leader in Me skills toward this end as we set WIG's (Wildly Important Goals) as individual students and teachers, classroom, grade levels, and schoolwide. Our success indicators include early numeracy, reading by 3rd grade (reading at or above grade level), English language proficiency, improved attendance, improved SBAC results, and increased student engagement. These are monitored regularly through weekly and monthly reports, common assessments at each grade level, and weekly team collaboration times where progress toward goals is discussed. We have a variety of programs in place to help students to be successful at school and in life. Technology-based programs used at Woodcrest include Accelerated Reader for reading comprehension, Lexia, Dreambox, Imagine Learning for English Learners and others who need support in Language Arts, and Google classroom for students to manage their assignments and access curriculum at home. Teachers in grades K-2 utilize multisensory strategies for teaching early literacy skills. We also have a thriving music program for 4th grade and band program for 5th and 6th graders with lessons twice each week. Champions Day Care is available for before and after school care along with our HEARTS after school program to support our students with extended learning opportunities after school until 6:00 pm.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	103
Grade 1	73
Grade 2	78
Grade 3	84
Grade 4	114
Grade 5	98
Grade 6	101
Total Enrollment	651

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5%
Male	50.4%
American Indian or Alaska Native	0.3%
Asian	4.8%
Black or African American	4.3%
Filipino	0.6%
Hispanic or Latino	50.8%
Native Hawaiian or Pacific Islander	0.3%
Two or More Races	0.5%
White	37.3%
English Learners	10%
Foster Youth	0.8%
Homeless	4%
Socioeconomically Disadvantaged	56.1%
Students with Disabilities	12%

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)	26.10	92.62	1509.80	87.78	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	3.30	0.19	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	38.00	2.21	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.28	17.00	0.99	12115.80	4.41
Unknown	2.00	7.10	151.80	8.83	18854.30	6.86
Total Teaching Positions	28.10	100.00	1720.00	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)	25.80	100.00	1505.40	87.33	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	8.80	0.51	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	44.30	2.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	38.00	2.21	11953.10	4.28
Unknown	0.00	0.00	127.00	7.37	15831.90	5.67
Total Teaching Positions	25.80	100.00	1723.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

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

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The table displays information collected in September and approved by the Riverside Unified School District Board of Education on 10/05/23 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 currently 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.

Comprehensive curriculum (ELA, Math, Science, History-Social Science)

Year and month in which the data were collected

10/05/23

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Wonders, TK-2 McGraw-Hill: Wonders, 3-6	Yes	0%
Mathematics	Great Minds: Eureka, TK-6 / Eureka	Yes	0%
Science	McGraw Hill: California Science Amplify Education, Inc.: Amplify Science 6	Yes	0%
History-Social Science	Saavas: California History Social-Science, TK-6	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

Lot Size: 10 Acres
 Year Constructed: 2004
 28 Permanent Classrooms
 2 Portable Classroom
 Library
 Multi-Purpose Room - 2003
 Indoor and Outdoor Cafeteria
 Completely Air Conditioned

Riverside Unified School District maintains both short and long-term 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 15 building components typically found in school 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).

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

Year and month of the most recent FIT report

10/5/2023

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		003 Class: Stained ceiling tiles. 303 Class: Stained ceiling tiles. Boys Restroom: Access panel missing. Girls Restroom: Damaged wall.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			:
Electrical		X		401 Class: Damaged floor outlet cover. Boys Restroom: Three light fixtures out and one broken cover on light fixture. Girls Restroom: Loose covers on light fixtures.
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Boys Restroom: Loose toilet seat. OBSERVATION: One light fixture out (low impact). Girls Restroom: Loose toilet seats. MPR: Loose faucet in restroom. OBSERVATION: 9 light fixtures out (low impact).
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Playground: Damaged rubber surface.

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.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	43	41	46	44	47	46
Mathematics (grades 3-8 and 11)	36	35	30	31	33	34

2022-23 CAASPP Test Results in ELA by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	393	98.74	1.26	41.48
Female	190	188	98.95	1.05	46.28
Male	208	205	98.56	1.44	37.07
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	47.37
Black or African American	16	16	100.00	0.00	18.75
Filipino	--	--	--	--	--
Hispanic or Latino	203	200	98.52	1.48	32.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	147	145	98.64	1.36	56.55
English Learners	33	33	100.00	0.00	12.12
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	15.38
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	229	98.71	1.29	32.31
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	60	95.24	4.76	13.33

2022-23 CAASPP Test Results in Math by Student Group

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

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

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	398	393	98.74	1.26	34.86
Female	190	188	98.95	1.05	35.11
Male	208	205	98.56	1.44	34.63
American Indian or Alaska Native	--	--	--	--	--
Asian	19	19	100.00	0.00	57.89
Black or African American	16	16	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	203	200	98.52	1.48	24.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	147	145	98.64	1.36	47.59
English Learners	33	33	100.00	0.00	6.06
Foster Youth	--	--	--	--	--
Homeless	14	13	92.86	7.14	23.08
Military	--	--	--	--	--
Socioeconomically Disadvantaged	232	229	98.71	1.29	26.64
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	63	60	95.24	4.76	16.67

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. 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 CAAs divided by the total number of students who participated in both assessments.

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 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	27.59	16.30	26.85	27.64	29.47	30.29

2022-23 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	98	96	97.96	2.04	15.63
Female	48	48	100.00	0.00	14.58
Male	50	48	96.00	4.00	16.67
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	55	53	96.36	3.64	3.77
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	30	30	100.00	0.00	36.67
English Learners	--	--	--	--	--
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	56	55	98.21	1.79	7.27
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	16	14	87.50	12.50	0.00

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.

2022-23 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 during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.80%	90.80%	90.80%	90.80%	89.80%

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.

2023-24 Opportunities for Parental Involvement

For parental involvement at this school contact Eric Fladland, principal, at 951-776-4122.
PTA President: Aaron Friesen

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, English Learner Advisory Committee Meetings, student programs, and monthly awards 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 that promote parent involvement, including a committee of room parents assigned to support each class. In addition, parents are invited to participate in the English Learner Advisory Committee (ELAC) which meets once a month to develop, review, and modify the school plan for assisting those students for whom English is a second language. Finally, parents are encouraged to attend the Parent-Information Nights offered throughout the school year. Parent-Information nights are scheduled to provide parents with school-related information and include Back-to-School Night, Open House, and Visual/Performing Arts presentations. We added STEM evening events to introduce our families to the many opportunities that are available in this instructional area.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	681	673	146	21.7
Female	337	334	70	21.0
Male	343	338	76	22.5
Non-Binary	1	1	0	0.0
American Indian or Alaska Native	2	2	0	0.0
Asian	32	32	7	21.9
Black or African American	31	28	7	25.0
Filipino	4	4	1	25.0
Hispanic or Latino	352	350	85	24.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	4	4	0	0.0
White	247	244	44	18.0
English Learners	70	70	17	24.3
Foster Youth	7	6	1	16.7
Homeless	33	33	9	27.3
Socioeconomically Disadvantaged	392	386	103	26.7
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	94	91	23	25.3

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	1.25	2.35	0.18	4.11	4.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.20	0.07	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.35	0
Female	0.3	0
Male	4.37	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	12.9	0
Filipino	0	0
Hispanic or Latino	1.14	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	3.24	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	3.06	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	5.32	0

2023-24 School Safety Plan

The School Site Council or the Site Safety Committee is responsible for the development and updating of the school's Comprehensive Safety Plan. A Site Comprehensive Safety Plan Checklist is provided by the Pupil Services Department 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 January 31 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, lockdown, and active shooter/intruder 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; visitors on campus; 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, discrimination/harassment, and school discipline rules and procedures pursuant to EC 35291 and EC 35291.5. The school has a campus supervisor and has an assigned School Resource Officer (SRO).

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.

2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	6	12	2	
1	8	7	2	
2	9	7	2	
3	9	5	1	
4	4	15		
5	9	7	3	
6	8	9	2	
Other	13	3	2	

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		4	
1	26		3	
2	24		3	
3	24		4	
4	30		3	
5	26		3	
6	28		3	
Other	10	2		

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	21	2	3	0
1	24	0	3	0
2	26	0	3	0
3	28	0	3	0
4	33	0	0	1
5	33	0	0	0
6	34	0	0	2
Other	20	2	2	0

2022-23 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	1302

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1
Resource Specialist (non-teaching)	
Other	0.7

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 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	8,617.30	1,451.51	7,165.79	108,447.49
District	N/A	N/A	6,918.86	\$98,845
Percent Difference - School Site and District	N/A	N/A	3.5	11.3
State	N/A	N/A	\$7,607	\$87,885
Percent Difference - School Site and State	N/A	N/A	6.8	23.8

Fiscal Year 2022-23 Types of Services Funded

Riverside Unified School District utilizes funds from Average Daily Attendance (ADA), the Local Control Funding Formula (LCFF) as well as State and Federal grants to provide services for students in alignment with the RUSD Local Control Accountability Plan, School Plans for Student Achievement, and the School Board's Ongoing Work Plan. Among these include support for English Learners, Foster and Homeless Youth, and Low-Income students. This also includes classroom instruction, after-school care and education, development and implementation of Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), Visual and Performing Arts (VAPA), Social-Emotional Wellness for students and staff, and ongoing district operations.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$62,701	\$55,550
Mid-Range Teacher Salary	\$92,477	\$80,703
Highest Teacher Salary	\$120,945	\$109,418
Average Principal Salary (Elementary)	\$141,865	\$137,703
Average Principal Salary (Middle)	\$149,298	\$143,760
Average Principal Salary (High)	\$161,115	\$159,021
Superintendent Salary	\$332,800	\$319,443
Percent of Budget for Teacher Salaries	34.24%	30.35%
Percent of Budget for Administrative Salaries	5.44%	4.87%

Professional Development

The annual number of full school days dedicated to staff development were as follows:

2021-22: 21 days (3 full days, 18 partial days)

2022-23: 19 days (All Staff = 1 full day, 14 partial days, Site Leadership Team additional 4 full days)

2023 - 24: 17 days (All Staff = 3 days, 9 partial days, Site leadership team additional 5 days)

Professional Development

During the 2021 -2022 school year, our classroom teachers as well as classified staff will participate in Leader in Me trainings and Culture Creation/Building collaboration sessions to help shape the future trajectory of our school programs. The certificated staff will participate in trainings to better utilize the newly adopted universal screeners in ELA, Math, and SEL. Trainings in the implementation of Social Emotional supports as well as whole system engagement supports will be provided throughout the year.

During the 2022 - 2023 school year, our classroom teachers as well as our classified staff will participate in trainings to strengthen our positive school culture using "Bridge Building" techniques and strategies. Tina Schuler will present to our staff the steps needed to build strong relationships with our students in order to build a strong long lasting positive relationship with school. In addition to the cultural trainings and focus, our certificated staff will work with our MTSS liaison to learn about our multiple intervention programs available to support student learning. They will be trained in Fastbridge assessments as well as MYSAEBRS assessments. This year the certificated staff will be trained in the implementation of Second Step curriculum to help with the growth of our student's social emotional well being which will complement our Leader in Me program material. Our entire staff will attend a training by our school psychologist regarding "Trauma Informed Resilience" and how to support our students as they continue to recover from a post-pandemic experience and overcome academic, social, and emotional deficits. Our Site Leadership Team will meet on 4 separate days to be trained as well as develop our future school behavior system.

During the 2023 - 2024 school year, our classroom teachers as well as our classified staff will participate in trainings to continue to grow our support for students using Compassionate Classrooms as well as Social Emotional trainings. We continued our work using Bridge Builders as a core document in building relationships and added support from our District Psychological Services and Student Assistant Plan personnel to work on strategies to address challenging behaviors. Some topics include De-escalation strategies, Oppositional Behavior support, Wellness Activities, and a 4 part compassionate classroom series. In addition we are receiving ongoing support and training from our district MTSS Liaison to support our measurement of student growth using our FastBridge assessment tool. Teachers will work with our liaison to assess, analyze the data, provide an instructional response, and review the success of the intervention using Fastbridge and continue to modify supports based on the data. Second Step material as well as Leader in Me resources will continue to be utilized to build relationships and address social emotional needs of our students. The results of our SAEBRS data will be used by teachers and counselor services to meet the needs of our students in our ongoing cycle of inquiry process.

Individual teachers and grade-level teams meet with staff developers in each subject area as needed to help them work on the standards, lessons, data analysis and planning as needed. Teachers work closely together throughout the year with their grade level colleagues to develop lessons and plans to meet the needs of their students based on the assessments that are given throughout the year. Below is a list of professional development that has been or will be attended by our teachers and other staff during this school year:

1. ELPAC (English Language Proficiency Assessment for California) Examiner Training
2. Illuminate Training
3. Restorative Practices
4. Technology (Educational software/apps)
5. CAASPP Training
6. SDC Moderate/Severe
7. IEP Administrators Training
8. The Leader in Me (Entire staff and Leadership team)
9. Health and safety
10. Eureka Math Training
11. Gateway to Learning
12. Elementary Newcomer Training (English Language support)
13. Mandated Reporter
14. Grooming/sexual harassment
15. 504 Leader Training
16. Advanced Phonics
17. Second Step Curriculum
18. Trauma Informed Resilience
19. FastBridge Implementation and Resources
20. Compassionate Classrooms

Our classified staff members attend monthly meetings with the principal for collaboration and professional development based on their needs, such as effective playground supervision, interacting with challenging students, effective communication skills, and leadership skills.

Professional Development

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	21	19	17