

Woodcrest Elementary

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	Woodcrest Elementary
Street	16940 Krameria Ave
City, State, Zip	Riverside, CA 92504-6119
Phone Number	(951) 776-4122
Principal	Jeanette Prescott
E-mail Address	jprescott@rusd.k12.ca.us
Web Site	www.rusdlink.org/woodcrest
CDS Code	33-67215-6099188

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

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

Mission Statement: Woodcrest Elementary is creating leaders and learners; every student, every day.

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-four K-6 general education classes and two non-severe Special Day Classes. The Woodcrest staff includes 25 general education teachers, two special day class teachers, a full-time Resource Specialist, a full-time Read 180/Intervention teacher, a full-time Language and Speech Pathologist, a part-time School Psychologist, a part-time SAP (Student Assistance Program) Counselor, a librarian, a campus supervisor, and an on-campus Champions Day Care provider. Woodcrest serves approximately 675 students.

During the 2016-17 school year, we began an exploration of The Leader in Me, a transformational process which 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 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", FranklinCovey'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 will be trained in the seven habits and as such, will speak the same language and support 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 will be aligned with school, classroom, student, and staff goals. Data will be used to track progress toward the goals and instruction will be 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 will be 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 will be led by the students themselves, we will engage every member of the Woodcrest community.

Our focus area at Woodcrest as outlined in our Implementation Plan is for student use of strategic and extended thinking to engage in high-level learning tasks across content areas daily. We accomplish this 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. 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. Woodcrest provides opportunities for students needing academic support including a Fall After-School Intervention Program for students who have been retained or are at risk of retention and a pull-out intervention program during the school day throughout the year. Technology-based programs used schoolwide include Accelerated Reader for reading comprehension and DreamBox for math. Teachers in grades K-2 utilize multisensory strategies for teaching early literacy skills in grades K-2. Our 5th-grade students are participating in a program entitled Strengths Academy where they are learning about their personal strengths and using their strengths to set and achieve goals throughout the year. We also have a Student Leadership team for 5th and 6th-grade students who are interested in learning and applying leadership skills on campus. This year's 6th graders will continue to build on their strengths they discovered last year, and new 6th graders will be able to take the Strengths Survey as they arrive. Our 6th-grade students are involved in a team teaching program where they begin their day with their homeroom teacher and then rotate through the four 6th grade classrooms receiving instruction in the different content areas from each of the four teachers. We have found that this greatly helps to prepare them for the transition to having six teachers in middle school the following year. We also have a thriving band program for 5th and 6th graders with lessons twice each week. Champions Day Care is available for before and after school care.

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

Grade Level	Number of Students
Kindergarten	94
Grade 1	91
Grade 2	81
Grade 3	105
Grade 4	94
Grade 5	106
Grade 6	95
Total Enrollment	666

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	4.8
American Indian or Alaska Native	0.3
Asian	3.2
Filipino	0.8
Hispanic or Latino	44.1
Native Hawaiian or Pacific Islander	0.2
White	44.4
Two or More Races	1.1
Socioeconomically Disadvantaged	47.1
English Learners	9.6
Students with Disabilities	9
Foster Youth	1.7

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	31	29	29	1909
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	1	1
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: 10/16/2017

The table displays information collected in 10/16/17 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

It was determined that each RUSD school had sufficient and good quality textbooks, instructional materials, or science lab equipment, where appropriate, pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a 6-year cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption

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

Comprehensive curriculum (ELA, Math, Science, History-Social Science) Pearson: Opening the World of Learning (OWL) adopted in 2015.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan McGraw-Hill: California Treasures, K-2 (Adopted in 2013) Macmillan McGraw_hill: Wonders, 3-6 (adopted in 2016) Houghton Mifflin Harcourt: Read 180/System 44 (adopted in 2010)/Next Generation System 44 (Amended in 2017)	Yes	0%
Mathematics	Pearson Education: enVision Math California Common Core 2015, K-6 (adopted in 2014)	Yes	0%
Science	McGraw Hill: California Science, K-6 (adopted in 2007)	Yes	0%
History-Social Science	Harcourt: Reflections, K-6 (adopted in 2006)	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Offer standards-based visual art and instrumental music classes. Offer supporting programs in theater, dance, and vocal music after school.	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

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

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

Riverside Unified School District has instituted a formal school facility inspection system based on State of California School Facility Condition Criteria. The State criteria consist of 13 building components typically found in school facilities.

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

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

of Work Orders = 317
 Labor Hours = 1530.05
 Assessed Value of Work = \$68,686.82

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: 12/28/2017				
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	101: Entry tile buckled 102: Entry tile needs repair 103: Entry tile needs repair 201: Entry tile buckled 202: Entry tile needs repair 304: Entry tile needs repair 503: Entry tile buckled 600 Restrooms Boys: Hole behind door in drywall - miss vent cover 600 Restrooms Girls: Repair wall tiles
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: 12/28/2017				
Overall Rating	Exemplary	Good	Fair	Poor
		X		

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] 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)	43	41	48	47	48	48
Mathematics (grades 3-8 and 11)	31	30	35	34	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	407	403	99.02	40.69
Male	191	189	98.95	34.39
Female	216	214	99.07	46.26
Black or African American	17	17	100	52.94
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	43.75
Filipino	--	--	--	--
Hispanic or Latino	183	180	98.36	35
Native Hawaiian or Pacific Islander	--	--	--	--
White	173	172	99.42	43.02
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	196	192	97.96	28.65
English Learners	51	49	96.08	26.53
Students with Disabilities	54	53	98.15	7.55
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	407	403	99.02	30.02
Male	191	189	98.95	31.75
Female	216	214	99.07	28.5
Black or African American	17	17	100	29.41
American Indian or Alaska Native	--	--	--	--
Asian	16	16	100	50
Filipino	--	--	--	--
Hispanic or Latino	183	180	98.36	21.67
Native Hawaiian or Pacific Islander	--	--	--	--
White	173	172	99.42	35.47
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	196	192	97.96	20.83
English Learners	51	49	96.08	12.24
Students with Disabilities	54	53	98.15	7.55
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)	56	54	58	54	60	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	20.2	27.9	18.3

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)

For parental involvement at this school contact Jeanette Prescott, principal, at 951-776-4122.

PTA President: Diana Saenz (951) 214-5914

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 and English Learner Advisory Committee Meetings, student programs, and student of the month assemblies. They are also encouraged to volunteer in their child's classroom, as well as participate in the numerous hands-on fundraisers that support the educational programs for their students. The Woodcrest community knows that a child's education is most productive and positive when parents take an active role in their child's education through the completion of homework and through ongoing communication with the school. The Woodcrest PTA has several committees which promote parent involvement, including a committee of room parents assigned to support each class. In addition, parents participate on the 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 will also hold Leader in Me Parent Education sessions during the 2017-18 school year so that families can implement the same principles at home that students are learning and practicing at school.

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	1.4	3.1	1.4	4.4	4.0	3.6	3.8	3.7	3.6
Expulsions	0.0	0.1	0.0	0.2	0.2	0.2	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

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

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2007-2008
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	22
Percent of Schools Currently in Program Improvement	N/A	68.8

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23		4		26		4		24		4	
1	23		4		27		3		23		4	
2	28		3		23		4		27		3	
3	32		2	1	23		4		25		4	
4	24	1	3		27	1	2	1	25	1	3	
5	33		1	2	34			2	34			3
6	26	1	3		29	1	1	3	25	1	3	

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)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.8	N/A
Psychologist	0.4	N/A
Social Worker	0	N/A
Nurse	0.25	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist	1	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	6381	977	5405	89535
District	N/A	N/A	\$5,857	\$87,199
Percent Difference: School Site and District	N/A	N/A	-15.9	-5.0
State	N/A	N/A	\$6,574	\$79,228
Percent Difference: School Site and State	N/A	N/A	-25.1	4.5

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

Types of Services Funded (Fiscal Year 2016-17)

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

\$33,337 Local Control Funding Formula (LCFF): for increased or improved services for Low Income Students, English Learners, or Foster Youth for site goals in alignment with the RUSD Local Control Accountability Plan

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$56,035	\$47,808
Mid-Range Teacher Salary	\$82,647	\$73,555
Highest Teacher Salary	\$100,547	\$95,850
Average Principal Salary (Elementary)	\$125,192	\$120,448
Average Principal Salary (Middle)	\$132,039	\$125,592
Average Principal Salary (High)	\$144,725	\$138,175
Superintendent Salary	\$282,285	\$264,457
Percent of Budget for Teacher Salaries	40%	35%
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)

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

2015-16: 2 days

2016-17: 2 days

2017-18: 3 days

These are full days of training for the entire staff, whether at a district-planned PD day in August prior to the students returning or a site based training day with substitutes in the classrooms.

During the 2017-18 school year, all staff members at Woodcrest Elementary School will participate in site and district staff development training. Many of the staff members and teachers will participate in other workshops and professional development that are appropriate for their grade level or curriculum. Teachers are able to select training from the district's online professional development system which includes many instruction-related topics. Some sessions are offered during the school day and others are offered after school. All teachers at our site will attend professional development sessions at some point throughout the school year based upon their individual or team need as determined by student achievement data, conferences with the principal, and personal reflection/desire for growth.

Our Site Leadership Team (Grade level team leaders plus Data Leader and Special Ed Team Leader) will attend 2 full days of professional development and planning centered around developing an instructional focus area for the school, how to use the cycle of inquiry to develop and implement the plan, and how to best lead their collaborative teams. Teachers providing service in the Restorative Practices program will be attending 2 ½ professional development days to improve their practices related to this program. Our Transitional Kindergarten and Kindergarten teachers will have 1 day of training provided by the district for professional development in Early Numeracy provided by the staff developers from the district. The entire staff will receive 2 days of training at the school site for The Leader in Me program being implemented TK-6th grade.

The teachers meet with the staff developers in each subject area to help them work on the standards, lessons, units of study and planning. 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 the 2017-18 school year:

1. ELPAC (English Language Proficiency Assessment for California) Examiner Training
2. Illuminate Training
3. Restorative Practices
4. Best First Instruction (Team Leaders)
5. READ180
6. SDC Mild/Moderate
7. IEP Administrators Training
8. The Leader in Me (Entire staff and Leadership team)
9. Science Renaissance Project
10. Early Numeracy (TK/K teachers)
11. Gateway to Learning
12. Elementary Newcomer Training (English Language support)

13. ELA, ELD, Math, Technology Mentor Meetings
14. Google Bootcamp
15. 504 Leader Training
16. Advanced Phonics
17. ProACT Training

During the 2016-17 school year, all staff members at Woodcrest Elementary School participated in site and district staff development training. Many of the staff members and teachers participated in other workshops and professional development that was appropriate for their grade level or curriculum. Teachers selected training from the district's online professional development system which included many instruction-related topics. Some sessions were offered during the school day and others were offered after school. All teachers at our site attended professional development sessions at some point throughout the school year based upon their individual or team need as determined by student achievement data, conferences with the principal, and personal reflection/desire for growth. Our Site Leadership Team attended 2 full days of professional development and planning centered around developing an instructional focus area for the school and how to best lead their collaborative teams. In May, the entire staff received 1 full day of training at the school site for The Leader in Me program being implemented TK-6th grade.

The teachers met with the staff developers in each subject area to help them work on the standards, lessons, units of study and planning. Teachers worked 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 attended by our teachers and other staff: 1.2.3. (etc)

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1. Elementary Newcomer (English Language Support)
2. Google, Level 1
3. McGraw-Hill Wonders
4. READ180/System 44
5. MAC Scoring Training
6. SDC Mild/Moderate
7. Collaborative IEP
8. Science Renaissance Project
9. After School Intervention Teacher Training
10. Reading A-Z
11. AIMSweb (Math)
12. Intro to FOSS (Science)
13. "Summer Camp" Teacher Training
14. Early Numeracy
15. K-2 Institute
16. Combination Class Training
17. ProACT Training
18. Math Strategies
19. RSP Elementary Group Collaboration
20. GATE Academy
21. Positive Behavior Management
22. 504 Training
23. CAASPP Training

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1. K-2 Institute (Foundational Reading Skills)
2. After School Intervention Training
3. CELDT (CA English Language Development Test) Coordinator and Examiner Training
4. "Summer Camp" Teacher Training
5. READ180/System 44 Training
6. McGraw-Hill Wonders (Language Arts) Training
7. ELA/ELD Literacy
8. ELD Mentor
9. SDC Mild/Moderate Training
10. Common Core Professional Development
11. Physical Fitness Coordinator
12. Science Renaissance Project
13. GATE Training
14. Assertive Discipline
15. BTSA (Beginning Teacher Support and Assessment)
16. IEP Training
17. Autism Spectrum Disorder
18. TK OWL Curriculum Training
19. LAB! Training (ELD)
20. DIBELS Training
21. 504 Training
22. Restorative Practices