

Woodville Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Woodville Elementary School
Street	16541 Road 168
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 686-9713
Principal	Mr. Jesse Navarro
E-mail Address	jnavarro@woodvilleschools.org
Web Site	www.woodvilleschools.org
CDS Code	54-72298-6054779

District Contact Information	
District Name	Woodville Union Elementary School District
Phone Number	(559) 686-9712
Superintendent	Mr. Jesse Navarro
E-mail Address	jnavarro@woodvilleschools.org
Web Site	www.woodvilleschools.org

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

Woodville Union School is a single K-8 elementary school district located in an unincorporated area west of Porterville and east of Tulare in the Central San Joaquin Valley. This rural school district serves approximately 440 students. The Woodville staff works as a collaborative team in order to support student success and strives to facilitate authentic learning experiences. Input on how we can work together to fulfill our educational endeavors and assure the success of our young scholars is always encouraged. This year, 2017-2018 the school board committed funds and resources to improve our technology access and transition to the common core.

Mission Statement

Woodville Union School District educates all students, in a safe and academically challenging environment, in partnership with families and our culturally rich community, by engaging them in real-world problem solving, mastering the common core standards, learning to learn, learning to think, and actively continue their education, and becoming responsible contributors to a global society.

District Vision

"Empowering Every Student to Achieve Academic Success Now and In The Future"

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

Grade Level	Number of Students
Kindergarten	48
Grade 1	62
Grade 2	44
Grade 3	54
Grade 4	49
Grade 5	43
Grade 6	42
Grade 7	48
Grade 8	46
Total Enrollment	436

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0.2
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0
White	2.1
Two or More Races	0
Socioeconomically Disadvantaged	97.7
English Learners	70.4
Students with Disabilities	3.9
Foster Youth	0.2

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	23	25	21	21
Without Full Credential	4	1	2	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	2	2

Teacher Misassignments and Vacant Teacher Positions

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

Woodville Union School District abides by the California Department of Education adoption cycle for instructional materials. We endeavor to provide the most current standards-based curriculum materials for staff and students. The public hearing confirming that the local educational agency has provided sufficient and quality textbooks and instructional materials was held on September, 2015. The district adopted a new language arts program, entitled Wonders for K-6 and Study Synce for 7&8. This program contains an ELD program as well. The Science laboratory materials were ordered for each grade and classroom as well as all supplemental workbooks and materials. Woodville Elementary has confirmed that each student, including English Learners, has access to their own instructional materials.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (K-6) Study Synce (7&8) Adopted 2015	Yes	0
Mathematics	Great Minds Eureka Math (K-8) Adopted 2015	Yes	0
Science	McGraw Hill (K-5) Adopted in 2008 Glencoe (6-8) Adopted in 2008	Yes	0
History-Social Science	Pearson (K-2) Adopted in 2006 Pearson Prentice Hall (3-8) Adopted in 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Woodville School was originally built in 1940 and has thirty-one classrooms, a cafeteria, resource room, band room, science lab, and two computer labs. There are three playground areas, including a basketball court, soccer/football/baseball fields, tether ball areas, and other miscellaneous playground equipment.

Fourteen classrooms went through a complete renovation during the summer of 2005. Students are supervised by school personnel before, during, and after school. The staff annually reviews the safety plan and discusses playground and safety expectations with students on a regular basis. The campus is fully gated, and all visitors are required to sign in and out of the office. Woodville School is in the process of updating its five-year plan for repairing and maintaining all sites. This plan includes major repairs such as carpet replacement, roofing, plumbing and irrigation systems.

The maintenance personnel ensure that the campus grounds and facilities are well maintained throughout the year. They respond to maintenance requests in a prompt and timely manner. The administration also meets with them on an ongoing basis to discuss repairs and plans as needed. They work two shifts. The first shift begins at 6:00 am. The second shift ends at 8:00 pm. Therefore, they are readily available during functions. Maintenance personnel are trained on general safety procedures, the handling of special items, and how to recognize potential hazards. The school facilities have been well managed as we anticipate the future.

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: October - 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Monthly pest control
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: October - 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)	14	16	14	16	48	48
Mathematics (grades 3-8 and 11)	18	21	18	21	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	283	277	97.88	15.88
Male	139	137	98.56	15.33
Female	144	140	97.22	16.43
Hispanic or Latino	277	272	98.19	16.18
White	--	--	--	--
Socioeconomically Disadvantaged	279	273	97.85	15.75
English Learners	254	249	98.03	15.66
Students with Disabilities	14	14	100	7.14
Students Receiving Migrant Education Services	48	48	100	12.5

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	282	278	98.58	20.86
Male	139	137	98.56	24.09
Female	143	141	98.6	17.73
Hispanic or Latino	276	273	98.91	21.25
White	--	--	--	--
Socioeconomically Disadvantaged	278	274	98.56	20.8
English Learners	253	250	98.81	20.8
Students with Disabilities	14	14	100	0
Students Receiving Migrant Education Services	48	48	100	14.58

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)	15	33	15	33	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	23.1	23.1	17.9
7	38	22	12

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)

Woodville Union School District is governed by a five member board that welcomes input from staff, students, and community members. We currently have a School Site Council (SSC), English Learner Committee (ELAC) and District Language Advisory Committee (DELAC). The School Site Council assists in the compilation of the Single Site Plan for Student Achievement. The SSC examine school programs and make recommendations to the Board of Trustees for consideration. The English Learner Committees focus on the specific needs of EL students, and assist the administration and staff in enhancing their educational experience. Under the Local Control Accountability Plan (LCAP) the school board adopted goal # 5 which was developed to improve the participation and learning opportunities for all parents. The major focus on the learning opportunities for parent is in providing literacy training specifically designed for English Learner parents.

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	2.6	2.6	2.5	2.6	2.6	2.5	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Woodville School provides a clean and safe campus in which students, staff, and community member's work together to promote learning and enhance the learning environment. School staff monitor students daily before, during, and after school. The campus is fully gated and alarmed. Visitors must sign in and out through the school office. Woodville School School Site Council is currently updating their school wide safety plan. The School Board has also scheduled the installation of a video security system in school year 2017/2018.

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	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				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	21	1	2		23		3		19	4	1	
1	24		2		13	3			25	1	3	1
2	20	3			19	3			22		4	
3	26		2		17	3			22	4		1
4	25		2		25		8	1	33		2	1
5	25		2		27		8	1	29		2	1
6	25		2		31		2	1	28	1	1	1

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	NA	NA
Counselor (Social/Behavioral or Career Development)	NA	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	n/a	N/A
Psychologist	.20	N/A
Social Worker	n/a	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist	0	N/A
Other	n/a	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	\$13,144	\$3,708	\$9,436	\$69,271
District	N/A	N/A	\$9,436	\$69,271
Percent Difference: School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$6,574	\$61,939
Percent Difference: School Site and State	N/A	N/A	43.5	11.8

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

Types of Services Funded (Fiscal Year 2016-17)

Woodville Union School District is committed to maintaining class size reduction in grades K-3. Classes at Woodville Elementary are smaller than other schools in the county at an average of 18-20 students per teacher. Woodville School currently offers and after school program through the Heart Program that serves around 180 students. The after school program offers STEM curriculum, art, and sports. The Migrant Program, additionally, serves around 50 students in an academic enrichment program. In addition the district provides a variety of enrichment programs such as cadets (leadership), drama, dancing, intervention support in math and language arts and academic field trips.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,583	\$42,598
Mid-Range Teacher Salary	\$69,826	\$62,232
Highest Teacher Salary	\$87,969	\$80,964
Average Principal Salary (Elementary)		\$102,366
Average Principal Salary (Middle)		\$104,982
Average Principal Salary (High)		
Superintendent Salary	\$108,290	\$117,868
Percent of Budget for Teacher Salaries	34%	32%
Percent of Budget for Administrative Salaries	5%	7%

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)

For the 2015-2016 the primary goal is for our teachers to finalize the transition to the Common Core and to be 100% technologically equipped to handle all assessments. We enlisted the services of Tulare County Office of Education to lead our training by contracting to 20 days of training for our teachers in the areas of English Language Development and Math. In addition, Fridays, during our teachers short workdays, we trained them new ways to use technology i.e. google, email, surveys, and document readers.

Tulare County Office of Education provided group sessions, individual consultations and was always available via phone or email.

In addition, all teachers were given the opportunity to seek training elsewhere and as long as it met the districts goals and objectives.

The two major objectives for professional growth of the Woodville School Staff is a five year Plan of Work developed by Tulare County Office of Education. This Plan of Work is to provide training for teachers on strategies on Guided Reading (ELA), reading assessments (DRA) and Number Talks (Math) .