

Woodville Elementary School

School Accountability Report Card

Reported Using Data from the 2015-16 School Year

Published During 2016-17

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 2016-17)

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 2016-17)

Superintendent's Message

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, 2016-2017, 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 2015-16)

Grade Level	Number of Students
Kindergarten	68
Grade 1	38
Grade 2	57
Grade 3	50
Grade 4	46
Grade 5	49
Grade 6	48
Grade 7	45
Grade 8	58
Total Enrollment	459

Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	96.3
Native Hawaiian or Pacific Islander	0
White	3.1
Two or More Races	0
Socioeconomically Disadvantaged	97.6
English Learners	74.5
Students with Disabilities	4.1
Foster Youth	0.4

A. Conditions of Learning**State Priority: Basic**

The SARC provides the following information relevant to the Basic State Priority (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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	18	23	24	24
Without Full Credential	4	4	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	78.2	21.8
All Schools in District	78.2	21.8
High-Poverty Schools in District	78.2	21.8
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

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. This year, the district adopted a new language arts program, which it formerly piloted, entitled Imagine It by SRA for grades k-6. This program contains an ELD program as well. The adoption for grades seven and eight was done as well. McDougal Littell Core Literature was chosen. All new 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	Imagine It, SRA (K-6) Adopted in 2010 McDougal Littell Core Literature (7-8) Adopted in 2010	Yes	0
Mathematics	Houghton-Mifflin (K-6) Adopted in 2009 McDougal Littell (7-8) Adopted in 2009 McDougal Littell (Algebra 8) Adopted in 2009	Yes	0
Science	McMillan 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
Foreign Language	N/A		N/A

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

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)

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: Septemer, 2015				
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: Septemer, 2015				
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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts/Literacy	13	14	13	14	44	48
Mathematics	10	18	10	18	34	36

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	47	47	100.0	21.3
	4	44	43	97.7	14.3
	5	47	46	97.9	6.7
	6	47	45	95.7	13.3
	7	44	42	95.5	76.1
	8	60	60	100.0	23.3
Male	3	23	23	100.0	30.4
	4	21	20	95.2	5.3
	5	29	29	100.0	3.6
	6	26	25	96.2	4.0
	7	23	23	100.0	62.85
	8	26	26	100.0	26.9
Female	3	24	24	100.0	12.5
	4	23	23	100.0	21.7
	5	18	17	94.4	11.8
	6	21	20	95.2	25.0
	7	21	19	90.5	37.14
	8	34	34	100.0	20.6

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
Hispanic or Latino	3	46	46	100.0	19.6
	4	42	41	97.6	15.0
	5	44	44	100.0	7.0
	6	46	44	95.7	13.6
	7	44	42	95.5	95.45
	8	57	57	100.0	24.6
Socioeconomically Disadvantaged	3	46	46	100.0	21.7
	4	44	43	97.7	14.3
	5	47	46	97.9	6.7
	6	44	43	97.7	11.6
	7	43	41	95.3	
	8	57	57	100.0	22.8
English Learners	3	45	45	100.0	20.0
	4	40	39	97.5	12.8
	5	40	40	100.0	5.0
	6	28	26	92.9	
	7	26	24	92.3	
	8	22	22	100.0	4.5
Students Receiving Migrant Education Services	3	13	13	100.0	23.1
	6	11	10	90.9	10.0
	8	13	13	100.0	15.4

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 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.

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 2015-16)

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	3	47	47	100.0	36.2
	4	44	42	95.5	16.7
	5	47	46	97.9	11.1
	6	47	45	95.7	6.7
	7	44	42	95.5	21.9
	8	44	42	95.5	21.9
Male	3	23	23	100.0	43.5

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
	4	21	19	90.5	15.8
	5	29	29	100.0	10.7
	6	26	25	96.2	
	7	23	23	100.0	30.4
	8	23	23	100.0	30.4
Female	3	24	24	100.0	29.2
	4	23	23	100.0	17.4
	5	18	17	94.4	11.8
	6	21	20	95.2	15.0
	7	21	19	90.5	11.1
	8	21	19	90.5	11.1
Hispanic or Latino	3	46	46	100.0	37.0
	4	42	40	95.2	17.5
	5	44	44	100.0	11.6
	6	46	44	95.7	6.8
	7	44	42	95.5	21.9
	8	44	42	95.5	21.9
Socioeconomically Disadvantaged	3	46	46	100.0	34.8
	4	44	42	95.5	16.7
	5	47	46	97.9	11.1
	6	44	43	97.7	4.7
	7	43	41	95.3	22.5
	8	43	41	95.3	22.5
English Learners	3	45	45	100.0	37.8
	4	40	39	97.5	15.4
	5	40	40	100.0	12.5
	6	28	26	92.9	
	7	26	24	92.3	12.5
	8	26	24	92.3	12.5
Students Receiving Migrant Education Services	3	13	13	100.0	38.5
	6	11	10	90.9	

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 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.

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

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	29	15	33	29	15	33	60	56	54

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.

CAASPP Test Results in Science by Student Group Grades Five, Eight, and Ten (School Year 2015-16)

Student Group	Total Enrollment	# of Students with Valid Scores	% of Students with Valid Scores	% of Students Proficient or Advanced
All Students	107	104	97.2	32.7
Male	55	54	98.2	40.7
Female	52	50	96.2	24.0
Hispanic or Latino	101	99	98.0	33.3
Socioeconomically Disadvantaged	104	102	98.1	32.4
English Learners	62	60	96.8	18.3
Students Receiving Migrant Education Services	18	18	100.0	38.9

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	42.9	16.7	28.6
7	38.5	23.1	28.2

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 Parental Involvement State Priority (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 2016-17)

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.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	1.9	2.6	2.6	1.9	2.6	2.6	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2016-17)

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 updated and the board approved a new safety plan in 2016-2017. The plan can be viewed at our website, www.woodvilleschools.org

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 2016-17)

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	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2013-14				2014-15				2015-16			
	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	20	1	2		21	1	2		21	1	2	
1	18	3			24		2		24		2	
2	17	3			20	3			20	3		
3	23		2		26		2		26		2	
4	26		2		25		2		25		2	
5	23		2		25		2		25		2	
6	31		2		25		2		25		2	

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 2015-16)

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	.40	N/A
Social Worker	.20	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	.25	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 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$10,775	\$3,365	\$7409	\$69,413
District	N/A	N/A	\$2,410	\$69,413
Percent Difference: School Site and District	N/A	N/A	207.4	-5.8
State	N/A	N/A	\$5,677	\$60,985
Percent Difference: School Site and State	N/A	N/A	30.5	1.5

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

Types of Services Funded (Fiscal Year 2015-16)

Woodville Union School District is committed to maintaining class size reduction in grades k-3, our other classes are smaller than any other school in the county at an average of 16-18 students to one teacher. Woodville School currently offer and after school program through the Heart Program that serves around 180 students, the after school program has a cadet program, art, and sports. The Migrant Program, additionally, serves around 50 students in an academic enrichment program.

Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,583	\$41,085
Mid-Range Teacher Salary	\$69,826	\$59,415
Highest Teacher Salary	\$87,969	\$75,998
Average Principal Salary (Elementary)		\$100,438
Average Principal Salary (Middle)		\$101,868
Average Principal Salary (High)		
Superintendent Salary	\$108,291	\$116,069
Percent of Budget for Teacher Salaries	35%	33%
Percent of Budget for Administrative Salaries	6%	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.

All of our teachers , in addition, were given the opportunity to seek training elsewhere and as long as it met our goals and objectives those teachers were given permission to participate.