Woodville Elementary School
2021 School Accountability Report Card

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 www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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 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) 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.

2021-22 School Contact Information

School Name	Woodville Elementary School
Street	16541 Road 168
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 686-9713
Principal	Amanda K. Renteria
Email Address	arenteria@woodville.k12.ca.us
School Website	www.woodvilleschools.org
County-District-School (CDS) Code	54-72298-6054779

2021-22 District Contact Information

District Name	Woodville Union School District
Phone Number	(559) 686-9712
Superintendent	Lou Saephan
Email Address	lsaephan@woodville.k12.ca
District Website Address	www.woodvilleschools.org

2021-22 School Overview

Superintendent's Message

Dear Students, Parents, and Woodville Community Members,
Our commitment in Woodville Union School District is to provide a safe, positive and rigorous learning environment that will empower every student to become critical thinkers, creative problem solvers, effective communicators, and strong collaborators working together to reach a common goal. Our mission is to provide learners with an education that afford them limitless opportunities to be prepared for high school, college, and a globally competitive twenty-first century economy.
As Superintendent of Woodville USD, I would like to set high expectations for our students in regards to academic achievement, participation in extra and co-curricular activities as well as developing the whole child. Alfred Adler, an Austrian medical doctor, psychotherapist, and founder of the school of individual psychology, believes that a child's primary goal is to belong and to be significant. Research shows that students learn best in a nurturing and caring environment.
Woodville Union School District appreciates that parents have entrusted us with their best, their own children. We view parents as valuable stakeholders in helping our students reach their full potential. We encourage and practice open and regular communication between schools and home so that parents are aware of the progress their children are making.
The Woodville Union School District believes in empowering every student to achieve academic success now and in the future. Greek philosopher Plato described the role of the teacher as to "Find the particular genius of each student." Our teachers will practice reflection in their teaching pedagogy, learning and look for meaningful ways to reach instructional and academic goals. This process of reflection uses data as a means of informing staff of the effectiveness of instructional practice. We believe that all students can learn at a high level, failure is not an option, and hope is not a strategy. Along with high-quality core instructional programs, we will provide Multi-Tiered System of Supports that are timely, systematic, and research proven to help students that are in need of extra support.
We hope that parents and staff will find this website helpful in finding information about our schools, programs and services. Woodville Union School District is a special place where we believe "Students First, Every Decision, Every Day".

Mission Statement
Woodville Union School District is committed to providing a safe, positive, and rigorous learning environment that will empower students to become critical thinkers, created problem solvers, effective communicators, and strong collaborators. We want to provide learners with an education that afford them limitless opportunities to be prepared for high school, college, and a globally competitive twenty-first century economy.

2021-22 School Overview

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

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	58
Grade 1	41
Grade 2	41
Grade 3	40
Grade 4	37
Grade 5	63
Grade 6	41
Grade 7	53
Grade 8	48
Total Enrollment	422

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.1
Male	50.9
Hispanic or Latino	99.3
White	0.7
English Learners	55.7
Foster Youth	0.9
Socioeconomically Disadvantaged	97.6
Students with Disabilities	5.5

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

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

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	
Unknown	
Total Teaching Positions	

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 to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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.

Year and month in which the data were collected	June 2015

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 (K-5) Study Sync (6-8) Adopted 2015	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math (K-8) Adopted 2020	Yes	0
Science	Savvas Elevate Science(K-8) Adopted in 2021	Yes	0
History-Social Science	Savvaa myWorld Interactive (K-5) Adopted in 2021 Teachers Curriculum Institute History Alive (6-8) Adopted in 2018	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

School Facility Conditions and Planned Improvements

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.

In 2019-20, the kindergarten wing was completely rebuilt (a total of three new permanent modular classrooms). 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.

Year and month of the most recent FIT report	October -2020

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Monthly pest control
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			All the outdoor drinking fountains at Woodville Elementary School was replaced with new ones through the Drinking Water for Schools grant project in 2019-20.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	281	99.65	0.35	16.37
Female	142	141	99.3	0.7	17.73
Male	140	140	100	0	15
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	279	278	99.64	0.36	16.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	162	162	100	0	3.7
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	272	99.63	0.37	15.81
Students Receiving Migrant Education Services	40	40	100	0	22.5
Students with Disabilities	21	21	100	0	19.05

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	281	99.65	0.35	9.25
Female	142	141	99.30	0.70	7.80
Male	140	140	100.00	0.00	10.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	279	278	99.64	0.36	8.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	162	162	100.00	0.00	3.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	272	99.63	0.37	8.82
Students Receiving Migrant Education Services	40	40	100.00	0.00	12.50
Students with Disabilities	21	21	100.00	0.00	4.76

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

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.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 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. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	108	NT	NT	NT	NT
Female	51	NT	NT	NT	NT
Male	57	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	107	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	59	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	107	NT	NT	NT	NT
Students Receiving Migrant Education Services	18	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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.

2021-22 Opportunities for Parental Involvement

Parent involvement and communication are essential to our school success. Woodville Elementary School continually involves parents by sharing information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities. Parents are notified of events by use of Blackboard Connect (phone/email/text); WUSD App; District Website; ClassDojo App; and flyers.

There are numerous and varied opportunities for parent involvement, including but not limited to: attending school functions and participating in parent-teacher conferences. (Due to COVID procedures, parent volunteers are not permitted this school year, and field trips have been canceled.) Parents may also serve on advisory committees and leadership teams, including, but not limited to the School Site Council assisting in the compilation of the Single Site Plan for Student Achievement. The SSC examines school programs and makes recommendations to the Board of Trustees for consideration. The English Learner Advisory Committee focuses on the specific needs of EL students and assists the administration and staff in enhancing their educational experience. Under the Local Control Accountability Plan (LCAP), the school board adopted goal #2 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.

Parents who would like more information on how to become involved may contact Principal, Amanda K. Renteria at (559) 686-9713.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	435	432	30	6.9
Female	210	209	13	6.2
Male	225	223	17	7.6
American Indian or Alaska Native	0	0	0	0.0
Asian	0	0	0	0.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	432	429	30	7.0
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	3	3	0	0.0
English Learners	272	271	14	5.2
Foster Youth	5	5	1	20.0
Homeless	0	0	0	0.0
Socioeconomically Disadvantaged	423	420	29	6.9
Students Receiving Migrant Education Services	61	61	6	9.8
Students with Disabilities	27	27	2	7.4

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 collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	3.64	2.30	3.64	2.30	3.47	0.20
Expulsions	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	2.65	2.65	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	2.30	0.00
Female	1.43	0.00
Male	3.11	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.31	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	2.94	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.36	0.00
Students Receiving Migrant Education Services	4.92	0.00
Students with Disabilities	7.41	0.00

2021-22 School Safety Plan

Woodville Elementary School provides a clean and safe campus in which students, staff, and community members work together to promote 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 main office. Woodville Elementary School's 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 2018-2019.

Safety of students and staff is a primary concern of Woodville Elementary School. Campus-wide supervision ensures students are safe on school grounds before, during, and after school. Entrances to school grounds are secured and monitored during the school day. Students enter the main campus gate and through the cafeteria. When parent volunteers may safely come on campus, they will be asked to complete the volunteer form; clear the back ground screening; provide negative TB results, if necessary; arrange site visits with staff; sign in at the office; and wear appropriate identification while on campus. Security cameras have been installed in the office and front of school.

For the 20-21, the campus has extra precautions to keep all students and staff safe during the COVID-19 pandemic. Please see the WUSD Waiver for more information on specific policies and procedures employed for In-Person and Full Distance Learning. The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and preparing for emergencies. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students.

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.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 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	25	1	3	1
1	21	1	2	
2	24	3		1
3	26		4	1
4	28		2	1
5	33		2	1
6	29		4	1

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	1	2	
1	28		2	1
2	20	2	1	
3	23	2		1
4	43		2	1
5	30		2	1
6	29		8	1

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	19	1	2	
1	27	1	1	1
2	27	1	1	1
3	20	2		
4	37			2
5	42		2	1
6	23	4	4	1
Other	41			1

2020-21 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	

2020-21 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
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach 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	$13,202	$1,299	$11,903	$83,730
District	N/A	N/A	$11,903	$83,730
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State			$8,444	$72,352
Percent Difference - School Site and State	N/A	N/A	34.0	10.1

2020-21 Types of Services Funded

Federal Programs:
Title I, Part A, School & District Discretionary Block Grants Title I
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology
Title III, Limited English Proficient
Title IV, Student and School Support
Title V, Rural School Low-Income Grant
IDEA, Special Education

State Programs:
Supplemental and Concentration Funds
Discretionary Block Grants
Title I, Part C, Migrant Education
Title II, Part A, Improving Teacher Quality
Title II, Part D, Enhancing Education Through Technology Title III, Limited English Proficient
IDEA, Special Education

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 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	$57,203	$47,265
Mid-Range Teacher Salary	$77,143	$69,813
Highest Teacher Salary	$96,973	$91,237
Average Principal Salary (Elementary)	$112,560	$113,466
Average Principal Salary (Middle)	$0	$115,186
Average Principal Salary (High)	$0	$0
Superintendent Salary	$130,000	$131,359
Percent of Budget for Teacher Salaries	31%	30%
Percent of Budget for Administrative Salaries	9%	7%

Professional Development

The following areas of professional development have been provided to staff: Professional Learning Communities (PLC), English Learner strategies, PBIS, effective math and literacy instruction, instructional technology, Class Dojo, Renaissance Learning, and Zoom) and other areas as indicated by school data. Our district provides professional development based on data from both the district and school level to ensure that areas of need are being addressed. Professional Development occurs at the district, school and classroom level dependent on teacher goals. The district provides academic coaches for teachers at all grade levels to provide on-site coaching and support after professional development has occurred.

Support for Novice/New Teachers: Due to a shortage of highly qualified teachers in our area, two of Woodville USD certificated educators do not yet hold a clear credential and are considered “novice” educators. In response to this challenge and in compliance with the California Commission on Teacher Credentialing, Woodville USD offers a robust support and training system for these novice educators including differentiated professional development and continuous professional growth opportunities. All novice teachers receive ongoing support and individualized training throughout the year via weekly meetings with their assigned mentor at their respective school sites. Mentors and district teachers-on-assignment support implementation of new knowledge by providing in-class coaching, collaborating on lesson design, accompanying novice teachers on classroom tours, and assisting with student data analysis to drive instructional decisions. In addition, novice teachers and their mentors attend monthly after school training in action research and are provided time to reflect on their instructional practice. Mentors and teachers on assignment are carefully selected experienced educators trained in how to facilitate the individualized professional growth of novice teachers. Novice teachers who have preliminary credentials participate in the WUSD Teacher Induction Clear Credential Program which is accredited by the Commission and is offered at no cost to the candidate.

Support for Veteran Teachers: Veteran teachers in need of classroom management assistance also have access to one- on-one mentor support as may be needed in the case of a new grade level assignment or challenging class. Woodville USD also offers a Peer Assistance and Review (PAR) program which is a formal system of mentoring and accountability. Professional Development/PLC is held each Friday to train teachers in best practices, review data on behavior and academic progress, verify alignment with the school's SPSA goals, then determine next steps. Paraprofessionals are also trained twice a month on instruction and student supervision. All staff is trained in social-emotional wellness.

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

In addition, all teachers were given the opportunity to seek training elsewhere 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 and Reading Book Clubs (ELA), reading assessments (DRA) and Number Talks and routines (Math). Teacher professional growth is fostered through real-time co-planning lessons and co-teaching. With TCOE Consultants, the principal and teachers develop a lesson centered around student discourse, outcomes, and delivery best practices. Then the lesson is co-taught by consultant, principal, and teachers in a live classroom to provide real-time data and feedback. Debriefing occurs after each co-teach and revisions are made as teachers strive to improve their lesson and/or lesson delivery.

The principal provides feedback and coaching to teachers individually during instruction as well as in meetings. The principal meets with grade level PLC's to understand data and plan next steps and needs. The principal supports teachers' academic goals for students by meeting with students individually and in small groups to provide academic feedback and praise.

The site principal also receives coaching from the area superintendent, as well as active participation in PLC's.

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

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

Woodville Union School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Woodville Union School District
Phone Number	(559) 686-9712
Superintendent	Lou Saephan
Email Address	lsaephan@woodville.k12.ca
District Website Address	www.woodvilleschools.org

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	281	99.65	0.35	16.37
Female	142	141	99.30	0.70	17.73
Male	140	140	100.00	0.00	15.00
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	279	278	99.64	0.36	16.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	162	162	100.00	0.00	3.70
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	272	99.63	0.37	15.81
Students Receiving Migrant Education Services	40	40	100.00	0.00	22.50
Students with Disabilities	21	21	100.00	0.00	19.05

2020-21 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. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	282	281	99.65	0.35	9.25
Female	142	141	99.30	0.70	7.80
Male	140	140	100.00	0.00	10.71
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	279	278	99.64	0.36	8.99
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--		--
English Learners	162	162	100.00	0.00	3.09
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	273	272	99.63	0.37	8.82
Students Receiving Migrant Education Services	40	40	100.00	0.00	12.50
Students with Disabilities	21	21	100.00	0.00	4.76

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.