

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



General Information about the School Accountability Report Card (SARC)

SARC Overview



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

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

DataQuest



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

California School Dashboard



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

Internet Access

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

2023-24 School Contact Information

School Name	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

2023-24 District Contact Information

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

2023-24 School Description and Mission Statement

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".

District 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.

District Vision Statement

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

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	65
Grade 1	44
Grade 2	41
Grade 3	42
Grade 4	37
Grade 5	44
Grade 6	38
Grade 7	57
Grade 8	45
Total Enrollment	413

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	45.3%
Male	54.7%
Hispanic or Latino	99.3%
White	0.7%
English Learners	63.4%
Foster Youth	0.7%
Migrant	14.8%
Socioeconomically Disadvantaged	89.6%
Students with Disabilities	5.1%

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

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	84.21	16.00	84.21	228366.10	83.12
Intern Credential Holders Properly Assigned	2.00	10.53	2.00	10.53	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.00	5.26	1.00	5.26	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	12115.80	4.41
Unknown	0.00	0.00	0.00	0.00	18854.30	6.86
Total Teaching Positions	19.00	100.00	19.00	100.00	274759.10	100.00

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

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.00	80.00	16.00	80.00	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.00	1.00	5.00	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	2.00	10.00	2.00	10.00	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	0.00	0.00	11953.10	4.28
Unknown	1.00	5.00	1.00	5.00	15831.90	5.67
Total Teaching Positions	20.00	100.00	20.00	100.00	279044.80	100.00

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

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

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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	1.00	2.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	1.00	2.00

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

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

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

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

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	13.6	0

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

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

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

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, 2022. The most recent adoptions were in 2021 with elevateScience and myWorldInteractive for History. The Science laboratory materials are 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	August 2023
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Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Wonders (TK-5) Study Sync (6-8) Adopted 2015	Yes	0
Mathematics	Houghton Mifflin Harcourt Go Math (TK-8) Adopted 2020	Yes	0
Science	Savvas Elevate Science(TK-8) Adopted in 2021	Yes	0
History-Social Science	Savvas myWorld Interactive (TK-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	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

August -2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
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 were 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).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

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

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	19		19		47	
Mathematics (grades 3-8 and 11)	17		17		33	

2022-23 CAASPP Test Results in ELA by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

2022-23 CAASPP Test Results in Math by Student Group

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

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

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

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

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students					
Female					
Male					
American Indian or Alaska Native					
Asian					
Black or African American					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
White					
English Learners					
Foster Youth					
Homeless					
Military					
Socioeconomically Disadvantaged					
Students Receiving Migrant Education Services					
Students with Disabilities					

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

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

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

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.3		9.3		29.47	

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	100	100	100	100	100

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

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 WUSD App; District Website; ClassDojo App; parent intouch calls, monthly parent calendars, variety of social media apps 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. The school hosts monthly involvement nights with a variety of activities with their students. 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 and PAC 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.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students				
Female				
Male				
American Indian or Alaska Native				
Asian				
Black or African American				
Filipino				
Hispanic or Latino				
Native Hawaiian or Pacific Islander				
Two or More Races				
White				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students Receiving Migrant Education Services				
Students with Disabilities				

C. Engagement

State Priority: School Climate

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

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

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions									
Expulsions	0	0	1	0	0	1			

2022-23 Suspensions and Expulsions by Student Group

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

2023-24 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 be buzzed through the gate in order to enter the main office gate. Visitors are monitored through a camera and permitted through the main office door once identified. Woodville Elementary School's School Site Council has updated and approved the school-wide safety plan. The School Board has adopted and supported the installation of a video security system.

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 and limited to one egress and one ingress. When parents volunteer, they 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.

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.

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

2021-22 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	2	1	
1	19	2		
2	19	2		
3	25	2		1
4	25	2		1
5	26	2		1
6	33		8	1

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	18	4	0	0
1	22	0	2	0
2	20	2	0	0
3	21	0	2	0
4	18	2	0	0
5	21	0	2	0
6	18	2	0	0
Other	24	0	4	0

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	

2022-23 Student Support Services Staff

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

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	1
Psychologist	.4
Social Worker	.8
Nurse	1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	1
Other	

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

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$13,794.90	\$4,797.51	\$8,997.39	\$80,203
District	N/A	N/A	\$8,997.39	\$80,203
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	30.8	10.1

Fiscal Year 2022-23 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

Fiscal Year 2021-22 Teacher and Administrative Salaries

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

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$59,491	\$48,481
Mid-Range Teacher Salary	\$80,229	\$73,129
Highest Teacher Salary	\$100,852	\$99,406
Average Principal Salary (Elementary)	\$131,066	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$140,608	\$138,991
Percent of Budget for Teacher Salaries	21.98%	29.34%
Percent of Budget for Administrative Salaries	6.35%	5.99%

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, and Renaissance Learning 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 consultants 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, some 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 monthly on instruction and student supervision. All staff is trained in social-emotional wellness.

Tulare County Office of Education, Literacy Footprints, 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 math standards and practices, Number Talks and routines, and lesson development. 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	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	2	3	5