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Woodlake Valley Middle School
School Accountability Report Card
Reported Using Data from the 2016-17 School Year
Published During 2017-18

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

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

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

About This School

Contact Information (School Year 2017-18)

School Contact Information	
School Name	Woodlake Valley Middle School
Street	497 N. Palm St.
City, State, Zip	Woodlake, CA 93286
Phone Number	559-564-8061
Principal	Antonio Rivera
E-mail Address	arivera@w-usd.org
Web Site	www.wvmsbengals.org
CDS Code	54-76794-6054761

District Contact Information	
District Name	Woodlake Unified School District
Phone Number	(559) 564-8081
Superintendent	Drew Sorensen
E-mail Address	dsorensen@w-usd.org
Web Site	www.w-usd.org

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

Welcome to Woodlake Valley Middle School (WVMS) where, "All students learn...because of what we do!" The purpose of Woodlake Valley Middle School is to provide a safe environment and a quality education that results in college and career ready alumni, who become productive and responsible global citizens. The faculty and staff at Woodlake Valley Middle School work together to help students reach proficiency in grade-level California Common Core Standards, as well as to reach their potential in developmentally appropriate social and emotional growth. WVMS staff and students practice reflection in their teaching and learning and also 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 their instructional practices. In addition, the instructional staff uses methods that have been proven effective through educational research to address the instructional core. The school collaborates with various community services to provide a comprehensive system that enables students and families to become involved partners with the community-at-large.

Our mission at Woodlake Valley Middle School is to establish a community of learners who share a sense of belonging in a friendly, safe, and supportive environment. All students will participate in a diverse, motivating, and rigorous curriculum while striving to develop core character values that will serve to guide them throughout their future.

Woodlake Valley Middle School is located in the city of Woodlake, California. The school draws its population from Woodlake and the surrounding community of Elderwood. The student population reflects the ethnic background of the community which consists of: 93.5% Hispanic and 5% Anglo with 23% of students being English learners. The student enrollment of Woodlake Valley Middle School is 503. School staffing includes: one principal, two learning directors, nine classified staff, and 23 full time teachers to offer the instructional program. Students take core classes of English Language Arts, Math, Science, Social Studies, and PE. There is an elective program of choral and instrumental music, Science-Technology-Engineering-Math (STEM), robotics, beginning STEM biology, yearbook, coding, and a video documentary offering. Moreover, Woodlake Valley Middle School provides a variety of tiered programs to help students at risk of failing.

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

Grade Level	Number of Students
Grade 6	169
Grade 7	166
Grade 8	174
Total Enrollment	509

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.4
Asian	0.4
Filipino	0
Hispanic or Latino	93.9
Native Hawaiian or Pacific Islander	0
White	4.5
Two or More Races	0.4
Socioeconomically Disadvantaged	88.4
English Learners	24.2
Students with Disabilities	3.3
Foster Youth	0.4

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	**2016-17**	**2017-18**	**2017-18**
With Full Credential	16	15	18	91
Without Full Credential	9	9	8	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

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

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: 09-08-2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	District Adopted Units of Study 2017 - 6, 7 & 8	Yes	0
Mathematics	Houghton Mifflin Harcourt: Big Ideas Math 2014 - 6, 7 & 8	Yes	0
Science	McDougal-Littel California since 2006 - 6, 7 & 8	Yes	0
History-Social Science	Pearson Prentice Hall since 2007 - 6, 7 & 8	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Woodlake Valley Middle School has a sufficient number of classrooms outfitted with adequate furnishings including air conditioning and heat. WVMS has a library and a computer lab. The grounds have been improved with the renovation to the center quad, baseball diamond, soccer fields, and flag football field. Our restrooms have a custodian dedicated exclusively to their cleaning and maintenance.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** FIT data (or equivalent), provide the following:
- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/08/2017				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Milk cabinet lock in cafeteria needed replacement or repair
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/08/2017				
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**
	X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	38	38	35	34	48	48
Mathematics (grades 3-8 and 11)	23	26	23	23	36	37

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

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	510	502	98.43	38.45
Male	255	248	97.25	28.23
Female	255	254	99.61	48.43
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	474	473	99.79	38.05
White	25	23	92	47.83
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	451	444	98.45	35.59
English Learners	221	219	99.1	24.2
Students with Disabilities	25	22	88	4.55
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	510	506	99.22	25.89
Male	255	251	98.43	24.7
Female	255	255	100	27.06
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	474	473	99.79	26
White	25	23	92	30.43
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	451	447	99.11	24.38
English Learners	221	221	100	16.74
Students with Disabilities	25	22	88	9.09
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	29	28	36	32	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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
7	22.5	31.2	30

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

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement opportunities include a variety of activities such as; traditional Open House and Back to School Nights, Parent-Teacher Conferences, and various student performances through our extensive performing arts programs. In addition, parents are involved through our School Site Council (SSC), Parent Nights, English Learner Advisory Committee(ELAC), No Parents Left Behind Workshops (NPLB), and parent technology nights. Furthermore, Woodlake Family Resource Center (WFRC) offers a variety of services for parents and holds community forums on various topics. Woodlake Valley Middle School parents are linked to high school and college programs through high school and county sponsored events focusing on child success in high school and college. Woodlake Valley Middle School parents are welcome at any time to visit their child's classroom. We welcome parent input and are advised on various school issues through our School Site Council (SSC) which holds meetings the second Wednesday of every other month beginning in October. The school's parent liaison is Megan Rinaldi (559) 564-8061.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	7.8	8.6	14.8	5.6	4.8	7.0	3.8	3.7	3.6
Expulsions	0.6	0.4	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

At Woodlake Valley Middle School each classroom has an emergency plan posted near the doorway and every teacher has a check list with all the evacuation protocols in a safety folder. In these plans are detailed instructions for staff and student procedures for various emergency events. A detailed comprehensive school safety plan is located at both the, Woodlake Unified School District (WUSD) and Woodlake Valley Middle School offices; it is updated on an annual basis. The school staff reviews the plan each year with the school principal. Woodlake Valley Middle School supports high quality classroom management techniques that enhance classroom discipline and the overall school climate through its Positive Behavior Interventions and Supports (PBIS) initiative. Common school rules are enforced; teachers and administrators work with students and parents to ensure an orderly school environment. The students are recognized quarterly by teachers who nominate them for "Bengal of the Season." Students participate in academic goal setting with teachers throughout the year using informative assessment data to perpetuate a culture of academic success. The entire Safe School Plan was presented to staff on August 17th during a teacher work day and revisited at a staff meeting on October 3rd, with it soon after being adopted and completed electronically using Document Tracking. The school's comprehensive safety plan includes major topics and key elements along with school-site procedures and protocols for drills including but not limited to; lock down, fire, earthquake and bomb threat, evacuation procedures, chain of command, child abuse reporting procedures, dress code as well as disciplinary procedures.

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2000-2001	
Year in Program Improvement*	Year 5	
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Secondary)

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	23	6	7		25	3	12	1	24	5	12	
Mathematics	25	4	9		26	2	11	1	18	1	1	
Science	26	3	10	1	28	2	10	1	28	1	9	2
Social Science	26	3	9		28	4	7	1	28	2	8	2

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	252
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.2	N/A
Social Worker	.25	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	.20	N/A
Resource Specialist		N/A
Other		N/A

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

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

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

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$5,905	$1,896	$4,009	$62,430
District	N/A	N/A	$5,461	$63,717
Percent Difference: School Site and District	N/A	N/A	-26.6	6.7
State	N/A	N/A	$6,574	$69,649
Percent Difference: School Site and State	N/A	N/A	-25.0	-4.3

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

Types of Services Funded (Fiscal Year 2016-17)

Types of services funded through base enrollment dollars include certificated and classified salaries, instructional and non-instructional materials. Also included are direct and indirect costs for all buildings and grounds maintenance and improvements. Categorical funds provide supplemental instructional materials and technology, instructional aide salaries, partial salaries for certificated staff, supplemental educational services and before and after-school tutoring. Categorical funds also provide for staff development and parent involvement activities.

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,473	$44,144
Mid-Range Teacher Salary	$66,382	$69,119
Highest Teacher Salary	$87,937	$86,005
Average Principal Salary (Elementary)	$113,669	$106,785
Average Principal Salary (Middle)	$108,257	$111,569
Average Principal Salary (High)	$118,672	$121,395
Superintendent Salary	$166,087	$178,104
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	6%

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)

Teacher professional development is based upon needs of the teaching staff, Professional Learning Communities, teacher leaders, and direction from the district office (WUSD). The focus of these groups is to analyze student data, calibrate student work, and make recommendations to improve Great Initial First Teaching (GIFT). All teaching staff members participate in Instructional Rounds to help guide the school's improvement plan and, along with data, both create a focused problem of practice leading into intentional professional development for staff. Additionally, close to 80% of the teaching staff at WVMS have completed training in Step Up to Writing and over 97% of the teaching staff have been trained in Kagan Cooperative Learning strategies. English Language Arts, Math , Social Studies, Science, and Physical Education teachers work closely with the Tulare County Office of Education consultants on Common Core State Standards, Next Generation Science Standards, and English Language Development standards in designing units of study, pacing guides, formative, and summative benchmark assessments.