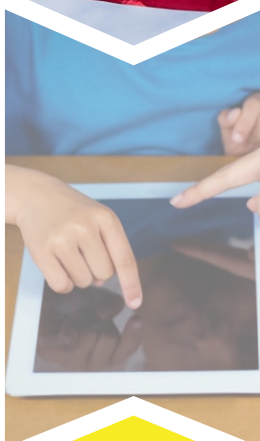
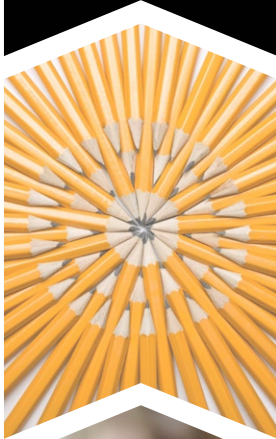


SARC

2015-16
School Accountability
Report Card

Published in 2016-17



Woodsboro Elementary School

Home of the Honeybees!

Douglas Slonkosky
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Anaheim, CA 92807

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Placentia-Yorba Linda USD

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*PYLUSD: Where ...
Collaboration
Communication
Critical Thinking
Creativity
Digital Citizenship
Discovery
Excellence
Innovation
Teamwork
The Future
Happens!*

Governing Board

Judi Carmona, *President*

Karin Freeman, *Vice President*

Carol Downey, *Clerk*

Carrie Buck, *Trustee*

Eric Padgett, *Trustee*

Superintendent's Message

Dear PYLUSD community,

Orange County historians tell us that the Placentia School District dates back to 1878; Yorba Linda School District formed about 40 years later in 1911. Pioneers in those early years established one-room school-houses, and, with courage, hard work and clear vision, laid the foundation for the present-day award-winning education system that we enjoy. I am incredibly proud to serve the Placentia-Yorba Linda Unified School District (PYLUSD) as superintendent. Our educational heritage gives me much to be thankful for, as well as a keen desire to be a good steward of all that our schools and students represent and have achieved. Inspired by the past, I welcome all of you to join with me in continuing to build our school communities and equip our students for the future.

In the spirit of building toward the future, our district has undertaken some very important work. We launched The PYLUSD Advantage, a pivotal and significant five-year commitment and plan of action for our school district. Providing a framework for aligning our organization around core values, The PYLUSD Advantage guides our decision-making, aligns the priorities in our programs and ultimately ensures that all of our students will receive an outstanding and comprehensive education.

People—our students, first and foremost; our district employees; families; and others in our supportive community—are the heart and soul of the Placentia-Yorba Linda Unified School District. That is clear. To safeguard this vital commitment and to provide a foundation of educational excellence, we have identified five key focus areas.

- **Academic Achievement:** We will expect all students to demonstrate academic achievement in order to emerge college and career ready.
- **Effective Instruction and Leadership:** We will continue to support a dynamic and high-quality instructional program to build lifelong habits of learning.
- **Engaged Community:** We will establish a culture that encourages positive relationships among our students, staff and parents, as well as educational and business partners.
- **Safe and Respectful Environment:** We will foster a safe and respectful atmosphere to promote the emotional health, safety and well-being of students, staff and parents.
- **Optimized Resources:** We will ensure that all fiscal and capital resources maximize educational opportunities.

The 2016-17 school year provides us an opportunity to write another chapter of new successes and legacy in the history of our school district. We are grateful for the support of each of you—students, staff members, parents and the community—as we embark on this important work and look forward with much anticipation to a wonderful year.

Sincerely,

Greg Plutko, Ed.D.
Superintendent

District Mission Statement

We hold high expectations for all students through rigorous and relevant educational experiences that challenge them to become responsible, ethical, and engaged citizens.

District Vision Statement

We are committed to being a dynamic learning community that prepares each and every student for success now and in the future.

Placentia-Yorba Linda Unified School District Core Values

What We Stand For and Represent

Excellence

We relentlessly pursue excellence in all academic and organizational endeavors.

Collaboration

We work together with all members of our school community to ensure student success.

Integrity

We foster relationships that promote respect, service, and honesty to ensure the well-being of all students.

Innovation

We embrace a culture that celebrates ingenuity and inspires intellectual exploration.





Principal's Message

Woodsboro is a "Great place to 'Bee'!" With a focus on high achievement, quality instruction and enrichment, students work to meet their highest potential. Woodsboro is a school where families of 555 students have chosen to bring their children. Woodsboro is a warm and welcoming school from the moment people enter the office for the first time, to their enrollment in transitional kindergarten and on through sixth grade. Students and staff follow The Woodsboro Way: being respectful, responsible and ready.

Very sincerely,
Douglas Slonkosky
Principal

School Safety

A comprehensive Safe School Plan has been developed and is reviewed and updated annually by the School Safety Planning Committee. Two areas of emphasis for this plan are addressed in the following goals. Component 1: to ensure that all students and staff members are provided with a safe, clean and secure school environment. Component 2: to further develop an organizational structure that creates a consistent, safe, proactive and positive climate on our school campus.

Repairs and housekeeping are performed in a timely manner to ensure that buildings and grounds are safe and attractive. Fire drills are held monthly; as well as duck, cover, hold drills; and emergency drills. A school-wide Disaster Preparedness Plan is in place, and procedures, including lockdown, are reviewed each fall with all staff.

A PBIS (Positive Behavioral Interventions and Supports) plan is implemented to create an inclusive and welcoming environment which values, recognizes and affirms the worth of each individual in our learning community. With the theme of The Woodsboro Way—"Bee" respectful, "Bee" responsible, "Bee" ready—all students learn what it means to behave in The Woodsboro Way!

The school safety plan was last reviewed, updated and discussed with school faculty in November 2016.

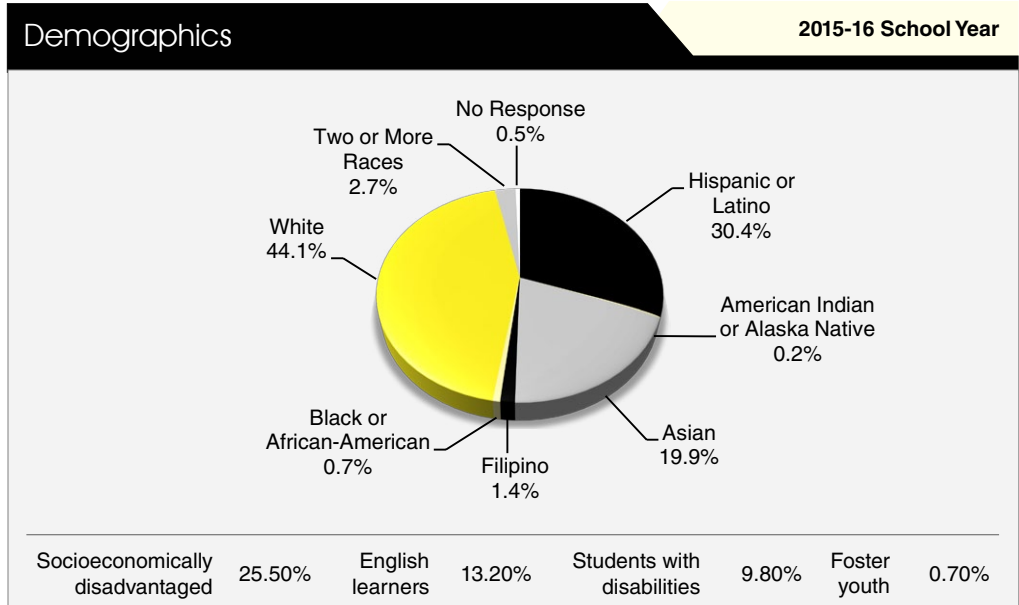
Parental Involvement

Parent involvement is an integral part of the school program at Woodsboro and the cornerstone of the strong sense of pride that exists in our community. Parents participate in many different ways, including serving on School Site Council, Parent Teacher Association (PTA), English Language Advisory Committee, Sixth Grade Booster Committee and as classroom volunteers. The PTA supports educational programs by providing funds for assemblies; field trips; classroom supplies; classroom art lessons; and enrichment programs; such as the school musical, performed at the Curtis Theater in Brea. Woodsboro encourages parent participation through newsletter articles, brochures listing volunteer opportunities, and parent teas to welcome new families. Some of the special activities that parents help organize include class parties; the school play; sixth-grade promotion; and fundraising, so that the sixth graders can experience Outdoor Science Camp. Parent volunteers plan book fairs, picture days, Red Ribbon Week, the Fall Festival and year-end Fun Day. Gina Lillemoen serves as the PTA president and may be contacted at (714) 986-7040.

The Woodsboro staff is grateful to the PTA for all of its time, effort, expertise and generosity that enhances the learning of Woodsboro students.

Enrollment by Student Group

The total enrollment at the school was 553 students for the 2015-16 school year. The pie chart displays the percentage of students enrolled in each group.



School Mission Statement

In an environment where caring and responsible citizenship is modeled and taught, it is our fundamental goal to instill in all students a desire for lifelong learning.

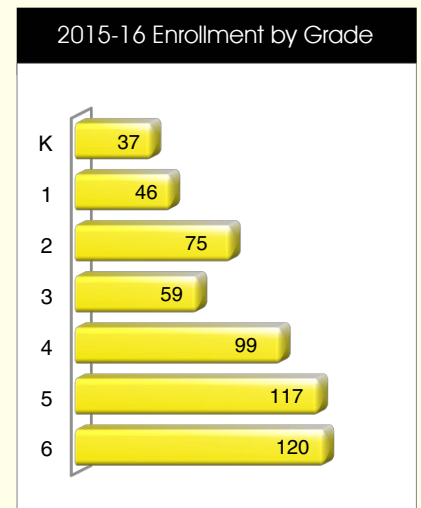
It is the mission of Woodsboro Elementary School to provide a high-quality educational program that encompasses challenging state content standards, encourages the mastery of basic skills, facilitates the use of technology, and fosters the development of critical thinking and effective communication in all students.

School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2015-16 school year.





California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit www.cde.ca.gov/ta/tg/pf.

Percentage of Students Meeting Fitness Standards

2015-16 School Year

Grade 5

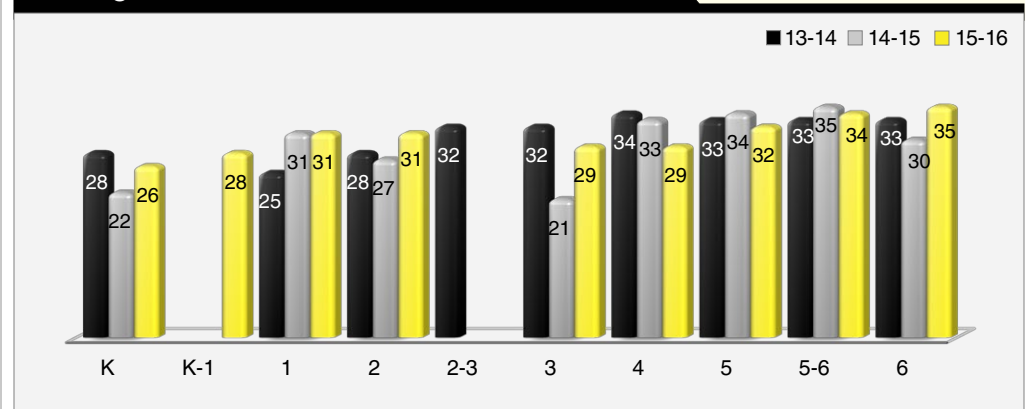
Four of six standards	7.0%
Five of six standards	24.4%
Six of six standards	62.8%

Class Size Distribution

The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The 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.

Average Class Size

Three-Year Data



Number of Classrooms by Size

Three-Year Data

Grade	2013-14			2014-15			2015-16		
	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K		2		2				1	
K-1								1	
1		2		2				1	
2		2		2				2	
3		2		3				2	
4		1	2	1	2			3	
5		1	1	1	2			2	1
5-6		1	1		1				1
6		1	1	2	1				3

Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspensions and Expulsions

Three-Year Data

	Woodsboro ES			PYLUSD			California		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Suspension rates	2.1%	1.8%	1.6%	3.4%	2.4%	2.6%	4.4%	3.8%	3.7%
Expulsion rates	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%



CAASPP Test Results for All Students: Science (grades 5, 8 and 10)

Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA) in grades 5, 8 and 10. The tables show the percentage of students scoring at proficient or advanced.

Percentage of Students Scoring at Proficient or Advanced							Three-Year Data		
	Woodsboro ES			PYLUSD			California		
Subject	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	91%	86%	81%	77%	75%	74%	60%	56%	54%

CAASPP Test Results by Student Group: Science (grades 5, 8 and 10)

Science test results include CSTs, CMA, and CAPA in grades 5, 8, and 10. The "Proficient or Advanced" is calculated by taking the total number of students who scored proficient or Advanced on the science assessment divided by the total number of students with valid scores.

Percentage of Students Scoring at Proficient or Advanced				2015-16 School Year	
Group	Total Enrollment	Number of Students with Valid Scores	Percentage of Students with Valid Scores	Percentage Proficient or Advanced	
All students	118	116	98.31%	81.03%	
Male	60	59	98.33%	81.36%	
Female	58	57	98.28%	80.70%	
Black or African-American	❖	❖	❖	❖	
American Indian or Alaska Native	❖	❖	❖	❖	
Asian	27	27	100.00%	100.00%	
Filipino	❖	❖	❖	❖	
Hispanic or Latino	27	27	100.00%	66.67%	
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	
White	61	59	96.72%	79.66%	
Two or more races	❖	❖	❖	❖	
Socioeconomically disadvantaged	18	18	100.00%	50.00%	
English learners	❖	❖	❖	❖	
Students with disabilities	❖	❖	❖	❖	
Students receiving Migrant Education services	❖	❖	❖	❖	
Foster youth	❖	❖	❖	❖	

CAASPP Test Results for All Students: English Language Arts/Literacy and Mathematics (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts (ELA) and literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Woodsboro ES		PYLUSD		California	
Subject	14-15	15-16	14-15	15-16	14-15	15-16
English language arts/literacy	67%	70%	62%	66%	44%	48%
Mathematics	64%	65%	55%	57%	33%	36%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

California Assessment of Student Performance and Progress (CAASPP)

For the 2015-16 school year, the CAASPP consists of several key components, including:

California Alternate Assessment (CAA) test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with significant cognitive disabilities which prevent them from taking the Smarter Balanced Assessments with universal tools, designated supports or accommodations.

Smarter Balanced Assessments include ELA/literacy in grades 3-8 and 11. Smarter Balanced Assessments are designed to measure student progress toward college and career readiness.

The assessments under CAASPP show how well students are doing in relation to the state-adopted content standards. On each of these assessments, student aggregate scores are reported as achievement standards. For more information on the CAASPP assessments, please visit www.cde.ca.gov/ta/tg/ca.

CAASPP by Student Group: English Language Arts/Literacy and Mathematics

The tables on the following pages display the percentage of students that met or exceeded state standards in English language arts and mathematics for the school by student groups for grades 3-6.

The "percentage met or exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard on the CAAs divided by the total number of students who participated in both assessments.

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 Results by Student Group: English Language Arts and Mathematics - Grade 3

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	62	60	96.80%	50.00%
Male	29	29	100.00%	48.30%
Female	33	31	93.90%	51.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	43.50%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	26	25	96.20%	48.00%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	19	19	100.00%	31.60%
English learners	11	9	81.80%	22.20%
Students with disabilities	12	12	100.00%	33.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 3

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	62	62	100.00%	61.30%
Male	29	29	100.00%	69.00%
Female	33	33	100.00%	54.60%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	❖	❖	❖	❖
Filipino	❖	❖	❖	❖
Hispanic or Latino	23	23	100.00%	60.90%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	26	26	100.00%	57.70%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	19	19	100.00%	36.80%
English learners	11	11	100.00%	18.20%
Students with disabilities	12	12	100.00%	33.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 4

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	98	92	93.90%	63.00%
Male	51	48	94.10%	66.70%
Female	47	44	93.60%	59.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	26	100.00%	88.50%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	26	100.00%	34.60%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	39	34	87.20%	61.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	32	32	100.00%	25.00%
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	27.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 4

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	98	92	93.90%	57.60%
Male	51	48	94.10%	64.60%
Female	47	44	93.60%	50.00%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	26	100.00%	84.60%
Filipino	❖	❖	❖	❖
Hispanic or Latino	26	26	100.00%	19.20%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	39	34	87.20%	61.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	32	32	100.00%	15.60%
English learners	❖	❖	❖	❖
Students with disabilities	11	11	100.00%	27.30%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	118	111	94.10%	78.40%
Male	60	58	96.70%	72.40%
Female	58	53	91.40%	84.90%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	100.00%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	25	92.60%	68.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	61	57	93.40%	75.40%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	17	94.40%	52.90%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 5

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	118	113	95.80%	64.60%
Male	60	59	98.30%	67.80%
Female	58	54	93.10%	61.10%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	27	27	100.00%	88.90%
Filipino	❖	❖	❖	❖
Hispanic or Latino	27	25	92.60%	44.00%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	61	58	95.10%	63.80%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	18	17	94.40%	41.20%
English learners	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Percentage of Students Meeting or Exceeding State Standards

2015-16 School Year

English Language Arts: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	123	118	95.90%	77.12%
Male	70	67	95.70%	79.10%
Female	53	51	96.20%	74.51%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	26	100.00%	92.31%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	33	94.30%	69.70%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	54	52	96.30%	71.15%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	23	21	91.30%	57.14%
English learners	❖	❖	❖	❖
Students with disabilities	15	14	93.30%	42.86%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

Mathematics: Grade 6

Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Met or Exceeded
All students	123	118	95.90%	74.58%
Male	70	67	95.70%	74.63%
Female	53	51	96.20%	74.51%
Black or African-American	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖
Asian	26	26	100.00%	96.15%
Filipino	❖	❖	❖	❖
Hispanic or Latino	35	33	94.30%	51.52%
Native Hawaiian or Pacific Islander	❖	❖	❖	❖
White	54	52	96.30%	76.92%
Two or more races	❖	❖	❖	❖
Socioeconomically disadvantaged	23	21	91.30%	33.33%
English learners	❖	❖	❖	❖
Students with disabilities	15	14	93.30%	42.86%
Students receiving Migrant Education services	❖	❖	❖	❖
Foster youth	❖	❖	❖	❖

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.



Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject	
2016-17 School Year	
Reading/language arts	0%
Mathematics	0%
Science	0%
History/social science	0%
Visual and performing arts	0%
Foreign language	0%
Health	0%

Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks	
2016-17 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes ★
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

Textbooks and Instructional Materials

The assistant superintendent of Educational Services shall appoint a principal or other administrator to chair the districtwide textbook-selection process. A Steering Committee shall be selected and consist of one certificated staff member from each elementary school (elementary) or at least one teacher from each school from the subject-area department for which adoption is pending (secondary). Appointments to the committee will be materials based on professional expertise, desire to serve insofar as possible, and the demographic diversity of the district. The Steering Committee shall review submitted on state-authorized lists and any other materials which may be considered for adoption. If pilot usage is to be pursued, the Steering Committee shall select the material to be piloted. With or without piloting, the Steering Committee will recommend adoption to the District Curriculum Council, which shall make an adoption recommendation to the assistant superintendent of Educational Services. The assistant superintendent is responsible for preparing recommendations for the Board of Education. The most recent public hearing to adopt a resolution on the sufficiency of instructional materials was held in September 2016. Most recently adopted textbooks were chosen from the state-approved list. Textbook content fits within the curriculum frameworks adopted by the State Board of Education. New State Frameworks have been adopted in English language arts and English language development and mathematics to correspond to the Common Core State Standards. New textbooks to align with the Common Core State Standards will be adopted according to the State of California adoption timeline. Mathematics textbooks were adopted in the spring of 2015. English language arts and English language development textbooks will be available for preview in the spring of 2016 for a possible pilot during the 2016-17 school year and recommended for adoption in the spring of 2017 for implementation in 2017-18.

November 15, 2016 Update

Currently, ELA/ELD materials are being piloted in K-5, 6-8 and 9-12. Pilot teachers are in the process of evaluating materials based on criteria provided by the California ELA/ELD adoption toolkit. It is the hope that grade band steering committees will reach consensus and make a recommendation to the PYLUSD Curriculum Council in January 2017.

Textbooks and Instructional Materials List		2016-17 School Year
Subject	Textbook	Adopted
English language arts	<i>Reading</i> , Houghton Mifflin (K-5)	2003
English language arts	<i>Medallions</i> , Houghton Mifflin (upgrade)	2003
English language arts	<i>The Language of Literature</i> , McDougal Littell (6)	2010
English language arts	Language Circle Series, Project Read Phonology	2003
English language arts	<i>Written Expression</i>	2003
Mathematics	<i>California Math</i> , Houghton Mifflin (K-5)	2009
Mathematics	<i>Mathematics</i> , Course 1; Prentice Hall (6)	2009
Science	Full Option Science System (FOSS), California Edition; Delta Education (K-5)	2008
Science	<i>Focus on Earth Science</i> , California Edition; Glencoe (6)	2007
History/social science	<i>History-Social Science for California</i> , Scott Foresman (K-5)	2007
History/social science	<i>Discovering Our Past: Ancient Civilizations</i> , Glencoe (6)	2006

Currency of Textbook Data

This table displays the date when the most recent hearing was held to adopt a resolution on the sufficiency of instructional materials.

Currency of Textbook Data		2016-17 School Year
Data collection date		9/13/2016

★ Currently piloting state-approved ELA/ELD materials.



School Facility Items Inspected

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2016-17 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	Good	Restrooms/fountains	Good
Interior	Good	Safety	Good
Cleanliness	Good	Structural	Good
Electrical	Good	External	Good
Overall summary of facility conditions			Good
Date of the most recent school site inspection			5/16/2016
Date of the most recent completion of the inspection form			5/16/2016

Federal Intervention Program

Schools and districts will not be newly identified for Program Improvement (PI) in the 2016-17 school year under the Every Student Succeeds Act (ESSA) that became law in December 2015, which reauthorized the Elementary and Secondary Education Act (ESEA). Schools and districts receiving Title I, Part A funding for the 2015-16 school year and were "In PI" in 2015-16 will retain their same PI status and placement year for 2016-17. Schools and districts receiving Title I, Part A funding for the 2015-16 school year and either had a status of "Not in PI" for the 2015-16 school year or did not receive Title I, Part A funding in the 2014-15 school year will have a status of "Not in PI" for the 2016-17 school year. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2016-17 Program Improvement status for the school and district. For detailed information about PI identification, please visit www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Federal Intervention Program		2016-17 School Year	
	Woodsboro ES	PYLUSD	
Program Improvement status	Not Title I	In PI	
First year of Program Improvement	◇	2013-2014	
Year in Program Improvement	◇	Year 1	
Number of schools currently in Program Improvement		6	
Percentage of schools currently in Program Improvement		75.00%	

◇ Not applicable. The school is not in Program Improvement.

School Facilities

Education is a top priority in the community of Placentia-Yorba Linda, and maintaining a safe and orderly environment maximizes student learning. Facilities are maintained through the diligent efforts of the site custodial crews and the district maintenance staff. PYLUSD principals work with the custodial staff to develop cleaning schedules to maintain clean and safe schools. District maintenance staff performs the repairs necessary to keep the schools in good working order in a timely manner. A work-order process is used to ensure efficient service and that emergency repairs are given the highest priority.

Woodsboro Elementary School was built in 1977. There are 19 classrooms within the main building and two classrooms in portables. Along with the two general-education classrooms, child care is housed in three portables, along with a science lab portable, two music portable classrooms, and one portable for the PTA workroom. A plant manager and a night custodian clean the school campus. They do an outstanding job of keeping the campus clean, safe and well maintained. Woodsboro also has a computer lab with 40 computers, a library and multipurpose room. There is ample space on the playground for recess on the upper and primary fields. Playground equipment developed for age-appropriate physical activities is available at recess as well as physical-education classes taught by credentialed teachers.

Woodsboro has implemented a Student Valet Drop Off program where students, certificated teachers and volunteer parents greet each car and help students exit their vehicles safely. After school, certificated staff members help with pickup in the valet. At recess, there are teachers and staff that are on supervision duty to make sure students are safe during their unstructured time. During lunch and lunch recess, six noon supervisors are hired to support students and maintain a safe environment. The city of Anaheim provides a crossing guard in front of the school as well as at the Fairmont Connector a few blocks from the school. Woodsboro is committed to the safety of students, parents and staff.

Deficiencies and Repairs

For all items inspected that were found to not be in "good repair," a work-order has been created and maintenance will be completed before the end of the 2016-17 school year. Maintenance items will be prioritized so that student safety is not compromised.



School Description

Woodsboro Elementary School, home of the Honeybees, has served the community with distinction since opening its doors to students in 1977. There are currently 555 students in prekindergarten through sixth grade enrolled in the school. Students are provided a comprehensive, challenging, standards-aligned curriculum, which includes reading, language arts, mathematics, history/social science, science, visual and performing arts, physical education, and health. A computer lab, computers in close proximity to classrooms, and a library/media center offer additional opportunities for our students. Fifty-two full- or part-time staff members support the continuum of educational programs available to all students, which includes 14 regular-education classes, four Gifted and Talented Education (GATE) magnet classes, and two special day classes. Approximately 13 percent of Woodsboro students are English language learners who are provided instructional assistance by a part-time specialist. On-site day care is available.

Types of Services Funded

Woodsboro Elementary School provides a Reading Intervention program called Response to Intervention and Walk to Read. Four or five times a week, students who qualify meet in small groups for supplemental help or replacement curriculum. Students meet with a credentialed teacher for this support. They meet for 30-90 minutes, depending on the student's need.

For students who qualify for Individual Education Plans due to learning disabilities, a Resource Specialist Program is provided for small-group or individual support.

Also, Woodsboro has two special day classes: one for primary (1-3) and upper grades (4-6).

A homework club is provided two times a week for one hour each time. There is a primary group and an upper-grade group. Also, Woodsboro provides English language development (ELD) for qualified students after school two times a week.

Woodsboro has an Outreach Concern counseling intern two days a week to support the social-emotional needs of students.

Professional Development

2014-15

To support teachers during the one day of preservice in August 2014, the topics were chosen based on the need to prepare teachers to continue the transition to and implement the Common Core State Standards (CCSS). Specific focus areas for preservice in 2014 included unwrapping the English and language arts (ELA) Speaking and Listening standards and the English language development (ELD) Speaking and Listening standards connections in order so that teachers in all disciplines are able to support students in content-area discussions and collaborative conversations. In addition, training was provided on Close Reading and Visual Thinking Strategies in each individual discipline and grade level.

For preservice training, teachers attend workshop presentations at various sites in grade-level and content-area groupings. Trainers mostly consist of trained district staff with outside presenters as needed and appropriate. For 2014, the preservice training was one all-day training.

Follow-up training and support is provided all year long through the district's Professional Development Academy (PDA) in the form of all-day trainings, site support and coaching. At the site level, principals lead their teams in data analysis and offer teachers opportunities for staff development in-house (trainings taught by teachers on-site or by the principal), or by inviting district PDA trainers to provide staff development. The PDA offers site leaders training as well through Leadership Learning Series. Discipline and/or grade-level task forces of teachers and leaders have also been established to lead implementation and provide direction and support with curriculum, instruction and assessment.

2015-16

While the 2015-16 school year did not allow for a devoted professional development day during preservice for all teachers, many professional development offerings were made available for leaders and teachers in August/summer 2015 and during the school year. A focus area was to ensure that all teachers of mathematics were trained in the newly adopted textbook series. Other training options offered during the summer and school year to support districtwide initiatives included Project Read, Step Up to Writing, Classroom Management, FOSS Science Kits, Google Basics, advanced Google training, ActivInspire, ELA/ELD standards and framework, Positive Behavioral Interventions and Supports (PBIS), and AVID/WICOR (Writing, Inquiry, Collaboration, Organization and Reading to Learn) strategies. Other avenues for training have included on-site professional development where trained district staff members provide learning modules for sites during weekly professional learning community (PLC) time. Site leaders arrange these trainings with the PDA team.

PDA team members provide collaborative coaching on-site through a collaborative teacher application opportunity and/or at a principal's and teacher request. Cognitive coaching techniques are used to help build capacity.

Local Control and Accountability Plan (LCAP) dollars were also used to send teachers and leaders to relevant training and conferences on such topics as the Individualized Education Program (IEP) Goal Writing to the CCSS, Multi-Tiered System of Supports (MTSS), universal design for learning (UDL), ELA/ELD frameworks launch and materials fairs, AVID, Next Generation Science Standards (NGSS), and California Assessment of Student Performance and Progress (CAASPP).

Induction training for first- and second-year general education teachers is also provided (formerly known as Beginning Teacher Support and Assessment [BTSA]).

2016-17

All PYLUSD teachers participated in a half-day of professional development prior to school starting. The primary focus of training for all teachers was to provide an overview of the district's new data and assessment tool, Illuminate. Teachers met in grade level and course teams and received a refresher on Professional Learning Communities (PLCs) and the importance of the PLC cycle as a way to set student learning objectives and use assessment to guide instruction and intervention decisions. Teachers received an overview of how to run reports and were familiarized with the assessment modules available in Illuminate. K-5 teachers received training in grade-level updates and secondary teachers participated in an EdCamp-style professional development to discuss ideas related to topics that they chose prior to coming to pre-service.

For 2016-17, specific professional development emphasis is placed on the ELA/ELD framework, integrated ELD training, transitioning toward NGSS, UDL, WICOR (AVID strategies), in addition to training on districtwide initiatives such as Cognitively Guided Instruction and Extending Children's Mathematics, FOSS Science (with embedded literacy strategies and science and engineering practices), Step Up to Writing, Project Read, and DIBELS. These trainings are provided in the form of all-day trainings, half-day trainings, PLC modules, and on-site coaching opportunities.

The PYLUSD Induction program includes supports for both general education and special education teachers.

Professional Development Days

Three-Year Data

	2014-15	2015-16	2016-17
Woodsboro ES	1 day	0 days	0.5 day



Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit www.ctc.ca.gov.

Teacher Credential Information	Three-Year Data			
	PYLUUSD	Woodsboro ES		
Teachers	16-17	14-15	15-16	16-17
With a full credential	1,103	22	22	23
Without a full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note that total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Woodsboro ES		
Teachers	14-15	15-16	16-17
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	0
Vacant teacher positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced-priced meals program. For more information about ESEA teacher requirements, visit www.cde.ca.gov/nclb/sr/tq.

Highly Qualified Teachers	2015-16 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Woodsboro ES	100.00%	0.00%
All schools in district	99.96%	0.04%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	99.94%	0.06%

✦ Not applicable.

Public 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 first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation, and the ability to print documents.

Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

Academic Counselors and School Support Staff Data	
2015-16 School Year	
Academic Counselors	
FTE of academic counselors	0.00
Average number of students per academic counselor	✦
Support Staff	
	FTE
Social/behavioral counselor	0.20
Career development counselor	0.00
Library media teacher (librarian)	0.00
Library media services staff (paraprofessional)	0.50
Psychologist	0.40
Social worker	0.00
Nurse	★
Speech/language/hearing specialist	0.60
Resource specialist (nonteaching)	0.00

★ On-call.



School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2014-15 Fiscal Year	
Total expenditures per pupil	\$4,703
Expenditures per pupil from restricted sources	\$604
Expenditures per pupil from unrestricted sources	\$4,099
Annual average teacher salary	\$75,850

Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Financial Data

The financial data displayed in this SARC is from the 2014-15 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at www.cde.ca.gov/ds/fd/ec. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at www.cde.ca.gov/ds/fd/cs. To look up expenditures and salaries for a specific school district, see the Ed-Data website at www.ed-data.org.

District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2014-15 Fiscal Year	
	PYLUSD	Similar Sized District
Beginning teacher salary	\$41,884	\$45,092
Midrange teacher salary	\$77,650	\$71,627
Highest teacher salary	\$97,416	\$93,288
Average elementary school principal salary	\$114,032	\$115,631
Average middle school principal salary	\$118,601	\$120,915
Average high school principal salary	\$130,001	\$132,029
Superintendent salary	\$242,400	\$249,537
Teacher salaries: percentage of budget	41%	37%
Administrative salaries: percentage of budget	5%	5%

Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2014-15 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Woodsboro ES	\$4,099	\$75,850
PYLUSD	\$6,647	\$76,363
California	\$5,677	\$75,837
School and district: percentage difference	-38.3%	-0.7%
School and California: percentage difference	-27.8%	+0.0%



School Accountability Report Card

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Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1.

All data accurate as of January 2017.