



WOODVILLE UNION SCHOOL DISTRICT
 16541 ROAD 168 | PORTERVILLE, CALIFORNIA
SPECIAL BOARD MEETING AGENDA

DATE: THURSDAY, JANUARY 28, 2016
 TIME: 4:30 P.M.
 PLACE: DISTRICT OFFICE

Members of the public may address the Board during the public comments period, or at the time an item on the agenda is being discussed. A maximum of three (3) minutes will be allotted to each individual wishing to speak with a maximum of fifteen (15) minutes allotted for each agenda item. Board action cannot be taken on any item not appearing on the agenda.

If needed, a written notice should be submitted to the Superintendent requesting disability-related accommodations or modifications, including auxiliary aides and services.

Notice: If documents are distributed to the board members concerning an agenda item within 72 hours of a regular board meeting, at the same time the documents will be made available for public inspection at the District Office located at 16541 Road 168, Porterville, CA.

En español:

Los miembros del público pueden dirigirse a la Mesa durante el período de comentarios públicos, o en el momento un punto en el orden del día se está discutiendo. Un máximo de tres (3) minutos será asignado a cada persona que desee hablar con un máximo de quince (15) minutos asignados para cada tema del programa. Medidas de la Junta no se puede tomar en cualquier artículo que no figure en el orden del día.

Si es necesario, un aviso por escrito debe ser presentado al Superintendente solicitando relacionados con la discapacidad adaptaciones o modificaciones, incluyendo asistentes y servicios auxiliares.

Aviso: Si los documentos se distribuyen a los miembros de la junta sobre un tema del programa dentro de las 72 horas de una reunión de la junta regular, al mismo tiempo, los documentos estarán disponibles para inspección pública en la Oficina del Distrito ubicada en 16541 Road 168, Porterville, CA.

1. **Call to Order:** _____ P.M. By Board President Miguel Guillen

2. **Pledge of Allegiance led by:** Miguel Guillen

3. **Roll Call:**

Amanda Medina.....	Present () Absent () Late () Time: _____
Fabiola Guerrero.....	Present () Absent () Late () Time: _____
Miguel Guillen.....	Present () Absent () Late () Time: _____
Rick Luna	Present () Absent () Late () Time: _____

4. **Approval of Agenda:**

Approval of Special Board Meeting Agenda dated January 28, 2016.

Motion by _____ Seconded by _____

___ Guerrero ___ Guillen ___ Medina ___ Luna
 Motion: Passed _____ Failed _____

5. **Public Comments:**

6. **Interview School Board Candidates:**

- Anthony Mosleh

- Dianna Meza
- Jose Moreno

7. ACTION ITEMS

A) Approval of making a provisional appointment to fill vacancy of board member until the districts election in November 2016.

See attached Tulare County Counsel Fact Sheet: FILLING A BOARD VACANCY

Motion by _____ Seconded by _____

___ **Guerrero** ___ **Guillen** ___ **Medina** ___ **Luna**
Motion: Passed ___ **Failed** ___

B) Approval to hire Steve Beecher as Woodville Union School District Business Manager effective February 15, 2016

Motion by _____ Seconded by _____

___ **Guerrero** ___ **Guillen** ___ **Medina** ___ **Luna**
Motion: Passed ___ **Failed** ___

C) Approval of Budget Revision for the 2015-2016 before the 2nd interim report.

Motion by _____ Seconded by _____

___ **Guerrero** ___ **Guillen** ___ **Medina** ___ **Luna**
Motion: Passed ___ **Failed** ___

D) Approval of 2014-2015 Student Accountability Report Card (SARC)

Motion by _____ Seconded by _____

___ **Guerrero** ___ **Guillen** ___ **Medina** ___ **Luna**
Motion: Passed ___ **Failed** ___

8. CLOSED SESSION

❖ It is the intention of this Governing Board to meet in closed-session concerning:

- a) Annual Evaluation of employee (Superintendent)

9. Organizational Business:

- b) Consideration of any item that the Governing Board wishes to have on the agenda for the next board meeting.

10. Adjournment: _____ P.M

Motion by _____ Seconded by _____

___ Guerrero ___ Guillen ___ Medina ___ Luna
Motion: Passed _____ Failed _____

Next Meeting: Regular Board Meeting, Monday, February 8th, 2016 5 PM, District Office



Dr. Dago Garcia
WUSD Board Secretary

Date Posted: January 26th, 2016

Woodville Union School District
BOARD TRANSMITTAL FORM

Date: January 20, 2016
Meeting Date: January 28, 2016
To: Board of Trustees
From: Joanna Fung
Agenda Subject: Budget Revisions for 2015-16

Agenda Section:

Agenda Item #:

Information Only

Action

Consent

Reports

Discussion

Closed Session

Public Hearing

Proposal/Update

Public Notice

Background/Summary: In anticipation of the second interim reporting period ending January 31, 2016, the attached budget revisions bring the district total budget up to date of all the changes and known factors thus far.

Recommendation: Approval

Fiscal Impact: A decrease of \$9,030 to our ending fund balance due to various changes to supplies line items.

Budget Revision Report

Control Number: 12050791

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 0100 General Fund			
Resource: 00000 Unrestricted Resources			
Revenues			
010-00000-0-00000-82850-0-0000	\$0.00	\$2,850.00	\$2,850.00
Federal Revenues	\$0.00	\$2,850.00	\$2,850.00
Total Revenues	\$0.00	\$2,850.00	\$2,850.00
Expenditures			
010-00000-0-00000-31400-43000-0-0000	\$1,000.00	\$1,000.00	\$2,000.00
010-00000-0-00000-71100-43000-0-0000	\$500.00	\$750.00	\$1,250.00
010-00000-0-00000-82000-43000-0-0000	\$13,500.00	\$6,500.00	\$20,000.00
010-00000-0-11100-10000-43000-0-0000	\$1,000.00	\$2,000.00	\$3,000.00
010-00000-0-11334-41000-43000-0-0000	\$0.00	\$750.00	\$750.00
Books and Supplies	\$16,000.00	\$11,000.00	\$27,000.00
010-00000-0-00000-27000-52000-0-0000	\$2,000.00	\$1,000.00	\$3,000.00
010-00000-0-00000-71100-53000-0-0000	\$3,500.00	(\$2,000.00)	\$1,500.00
010-00000-0-00000-71500-52000-0-0000	\$8,500.00	(\$1,000.00)	\$7,500.00
010-00000-0-00000-71500-53000-0-0000	\$1,500.00	\$2,000.00	\$3,500.00
010-00000-0-11100-10000-58000-0-0000	\$5,500.00	(\$5,000.00)	\$500.00
010-00000-0-11331-10000-58000-0-0000	\$500.00	\$500.00	\$1,000.00
010-00000-0-11334-41000-58000-0-0000	\$2,000.00	(\$750.00)	\$1,250.00
010-00000-0-11351-10000-58000-0-0000	\$0.00	\$5,600.00	\$5,600.00
Services, Other Operating Expenses	\$23,500.00	\$350.00	\$23,850.00
Total Expenditures	\$39,500.00	\$11,350.00	\$50,850.00
Other Financing Sources/Uses			
010-00000-0-00000-00000-89800-0-0000	(\$1,272,600.00)	(\$530.00)	(\$1,273,130.00)

Budget Revision Report

Control Number: 12050791

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Contributions			
Budgeted Unappropriated Resource Balance before this adjustment:	(\$1,272,600.00)	(\$530.00)	(\$1,273,130.00)
Total Adjustment to Unappropriated Resource Balance:		(\$9,030.00)	
Budgeted Unappropriated Resource Balance after this adjustment:		\$1,045,140.91	
Budgeted Unappropriated Resource Balance after this adjustment:		\$1,036,110.91	
Fund: 0100 General Fund			
Resource: 30100 IASA-Title I Basic Grants Low Income			
Revenues			
010-30100-0-00000-82900-0-0000	\$389,221.00	\$64,676.09	\$453,897.09
Federal Revenues	\$389,221.00	\$64,676.09	\$453,897.09
Total Revenues	\$389,221.00	\$64,676.09	\$453,897.09
Expenditures			
010-30100-0-00000-24950-19000-0-0000	\$0.00	\$3,840.00	\$3,840.00
010-30100-0-00000-31100-12000-0-0000	\$58,031.00	(\$58,031.00)	\$0.00
Certificated Salaries	\$58,031.00	(\$54,191.00)	\$3,840.00
010-30100-0-00000-24950-29000-0-0000	\$0.00	\$2,794.00	\$2,794.00
Classified Salaries	\$0.00	\$2,794.00	\$2,794.00
010-30100-0-00000-24950-31010-0-0000	\$0.00	\$412.00	\$412.00
010-30100-0-00000-24950-32020-0-0000	\$0.00	\$331.00	\$331.00
010-30100-0-00000-24950-33013-0-0000	\$0.00	\$56.00	\$56.00
010-30100-0-00000-24950-33022-0-0000	\$0.00	\$173.00	\$173.00
010-30100-0-00000-24950-33023-0-0000	\$0.00	\$40.00	\$40.00
010-30100-0-00000-24950-35010-0-0000	\$0.00	\$2.00	\$2.00
010-30100-0-00000-24950-35020-0-0000	\$0.00	\$2.00	\$2.00

Budget Revision Report

Control Number: 12050791

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-30100-0-00000-24950-36010-0-0000	\$0.00	\$102.00	\$102.00
010-30100-0-00000-24950-36020-0-0000	\$0.00	\$74.00	\$74.00
010-30100-0-00000-31100-31010-0-0000	\$6,468.00	(\$6,468.00)	\$0.00
010-30100-0-00000-31100-33013-0-0000	\$874.00	(\$874.00)	\$0.00
010-30100-0-00000-31100-34010-0-0000	\$16,123.00	(\$16,123.00)	\$0.00
010-30100-0-00000-31100-35010-0-0000	\$30.00	(\$30.00)	\$0.00
010-30100-0-00000-31100-36010-0-0000	\$1,808.00	(\$1,808.00)	\$0.00
010-30100-0-00000-31100-37010-0-0000	\$2,640.00	(\$2,640.00)	\$0.00
010-30100-0-00000-31100-37510-0-0000	\$838.00	(\$838.00)	\$0.00
Employee Benefits	\$28,781.00	(\$27,589.00)	\$1,192.00
010-30100-0-00000-24950-43000-0-0000	\$2,000.00	\$6,000.00	\$8,000.00
Books and Supplies	\$2,000.00	\$6,000.00	\$8,000.00
010-30100-0-00000-24950-58000-0-0000	\$0.00	\$5,000.00	\$5,000.00
010-30100-0-11100-10000-58000-0-0000	\$64,167.00	\$132,118.09	\$196,285.09
Services, Other Operating Expenses	\$64,167.00	\$137,118.09	\$201,285.09
010-30100-0-00000-72100-73100-0-0000	\$23,300.00	\$544.00	\$23,844.00
Direct Support/Indirect Costs	\$23,300.00	\$544.00	\$23,844.00
Total Expenditures	\$176,279.00	\$64,676.09	\$240,955.09
Budgeted Unappropriated Resource Balance before this adjustment:		\$0.00	
Total Adjustment to Unappropriated Resource Balance:		\$0.00	
Budgeted Unappropriated Resource Balance after this adjustment:		\$0.00	

Fund: 0100 General Fund
 Resource: 40350 IASA: Title II Teacher Quality
 Revenues

Budget Revision Report

Control Number: 12050791

Account Classification	Approved / Revised	Change Amount	Proposed Budget
010-40350-0-00000-00000-82900-0-0000	\$62,161.00	(\$530.00)	\$61,631.00
Federal Revenues	\$62,161.00	(\$530.00)	\$61,631.00
Total Revenues	\$62,161.00	(\$530.00)	\$61,631.00
Other Financing Sources/Uses			
010-40350-0-00000-00000-89800-0-0000	\$7,269.00	\$530.00	\$7,799.00
Contributions	\$7,269.00	\$530.00	\$7,799.00
Budgeted Unappropriated Resource Balance before this adjustment:		\$0.00	
Total Adjustment to Unappropriated Resource Balance:		\$0.00	
Budgeted Unappropriated Resource Balance after this adjustment:		\$0.00	
Fund: 0100 General Fund			
Resource: 42010 Title III Immigrant Education Program			
Revenues			
010-42010-0-00000-00000-82900-0-0000	\$3,185.00	(\$987.00)	\$2,198.00
Federal Revenues	\$3,185.00	(\$987.00)	\$2,198.00
Total Revenues	\$3,185.00	(\$987.00)	\$2,198.00
Expenditures			
010-42010-0-11100-10000-43000-0-0000	\$3,185.00	(\$987.00)	\$2,198.00
Books and Supplies	\$3,185.00	(\$987.00)	\$2,198.00
Total Expenditures	\$3,185.00	(\$987.00)	\$2,198.00

Budget Revision Report

Control Number: 12050791

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Budgeted Unappropriated Resource Balance before this adjustment:	\$0.00		
Total Adjustment to Unappropriated Resource Balance:	\$0.00		
Budgeted Unappropriated Resource Balance after this adjustment:	\$0.00		

Fund: 0100 General Fund
 Resource: 42030 NCLB: Title III Limited English Proficient (LEP) Student P

Revenues

010-42030-0-00000-00000-82900-0-0000 \$41,126.00 (\$9,395.00) \$31,731.00

Federal Revenues \$41,126.00 (\$9,395.00) \$31,731.00

Total Revenues \$41,126.00 (\$9,395.00) \$31,731.00

Expenditures

010-42030-0-11100-10000-43000-0-0000 \$15,507.00 (\$9,395.00) \$6,112.00

Books and Supplies \$15,507.00 (\$9,395.00) \$6,112.00

Total Expenditures \$15,507.00 (\$9,395.00) \$6,112.00

Budgeted Unappropriated Resource Balance before this adjustment: \$0.00

Total Adjustment to Unappropriated Resource Balance: \$0.00

Budgeted Unappropriated Resource Balance after this adjustment: \$0.00

Budgeted Unappropriated Fund Balance before this adjustment: \$1,350,218.60

Total Adjustment to Unappropriated Fund Balance: (\$9,030.00)

Budgeted Unappropriated Fund Balance after this adjustment: \$1,341,188.60

64 Woodville Union Elementary School Di
 Fiscal Year: 2016

Budget Revision Report

BGR030
 Fund

1/20/2016
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Control Number: 12050791

Account Classification	Approved / Revised	Change Amount	Proposed Budget
Fund: 1300 Cafeteria Special Revenue Fund			
Resource: 53100 Child Nutrition - School Programs			
Expenditures			
130-53100-0-00000-37000-43000-0-0000	\$4,500.00	\$3,000.00	\$7,500.00
Books and Supplies	\$4,500.00	\$3,000.00	\$7,500.00
Total Expenditures	\$4,500.00	\$3,000.00	\$7,500.00
Budgeted Unappropriated Resource Balance before this adjustment:		\$171,767.23	
Total Adjustment to Unappropriated Resource Balance:		(\$3,000.00)	
Budgeted Unappropriated Resource Balance after this adjustment:		\$168,767.23	
Budgeted Unappropriated Fund Balance before this adjustment:		\$183,744.01	
Total Adjustment to Unappropriated Fund Balance:		(\$3,000.00)	
Budgeted Unappropriated Fund Balance after this adjustment:		\$180,744.01	

Budget Revision Report

BGR030
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Control Number: 12050791

Account Classification

Approved / Revised

Change Amount

Proposed Budget

At a meeting of the school board on _____, the board approved the above budget account lines change to those amounts indicated in the proposed budget column.

Authorized by: _____

(County Office Use Only)
Updated at County Office on ____/____/____ by _____

Woodville Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Woodville Elementary School
Street	16541 Road 168
City, State, Zip	Porterville, CA 93257
Phone Number	(559) 686-9713
Principal	Mr. Herman Villarreal
E-mail Address	hvillarreal@woodvilleschools.org
Web Site	www.woodvilleschools.org
Grades Served	K-8
CDS Code	54-72298-6054779

District Contact Information	
District Name	Woodville Union Elementary School District
Phone Number	(559) 686-9712
uperintendent	Dr. Dago Garcia
E-mail Address	dgarcia@woodvilleschools.org
Web Site	www.woodvilleschools.org

School Description and Mission Statement (Most Recent Year)

Superintendent's Message

Woodville Union School is a single K-8 elementary school district located in an unincorporated area west of Porterville and east of Tulare in the Central San Joaquin Valley. This rural school district serves approximately 490 students. The Woodville staff works as a collaborative team in order to support student success and strives to facilitate authentic learning experiences. Input on how we can work together to fulfill our educational endeavors and assure the success of our young scholars is always encouraged. This year, 2015-2016, the school board committed funds and resources to improve our technology access and transition to the common core.

Mission Statement

Woodville Union School District educates all students, in a safe and academically challenging environment, in partnership with families and our culturally rich community, by engaging them in real-world problem solving, mastering the common core standards, learning to learn, learning to think, and actively continue their education, and becoming responsible contributors to a global society.

District Vision

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	63
Grade 1	47
Grade 2	59
Grade 3	51
Grade 4	50
Grade 5	49
Grade 6	49
Grade 7	59
Grade 8	54
Total Enrollment	481

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	95.8
White	3.3
Socioeconomically Disadvantaged	96.7
English Learners	73.2
Students with Disabilities	2.3

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	24	18	23	23
Without Full Credential	1	4	4	4
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

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

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

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	100.0	0.0
High-Poverty Schools in District	100.0	0.0
Low-Poverty Schools in District	0.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: June 2015

Woodville Union School District abides by the California Department of Education adoption cycle for instructional materials. We endeavor to provide the most current standards-based curriculum materials for staff and students. The public hearing confirming that the local educational agency has provided sufficient and quality textbooks and instructional materials was held on September 14, 2010. This year, the district adopted a new language arts program, which it formerly piloted, entitled Imagine It by SRA for grades k-

This program contains an ELD program as well. The adoption for grades seven and eight was done as well. McDougal Littell Core Literature was chosen. All new science laboratory materials were ordered for each grade and classroom as well as all supplemental workbooks and materials. Woodville Elementary has confirmed that each student, including English Learners, has access to their own instructional materials.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Imagine It, SRA (K-6) Adopted in 2010 Mcdougall Littell Core Literature (7-8) Adopted in 2010	Yes	0
Mathematics	Houghton-Mifflin (K-6) Adopted in 2009 McDougal Littell (7-8) Adopted in 2009 McDougal Littell (Algebra 8) Adopted in 2009	Yes	0
Science	McMillan McGraw Hill (K-5) Adopted in 2008 Glencoe (6-8) Adopted in 2008	Yes	0
History-Social Science	Pearson (K-2) Adopted in 2006 Pearson Prentice Hall (3-8) Adopted in 2006	Yes	0
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	N/A		N/A
Science Laboratory Equipment (grades 9-12)	N/A		N/A

School Facility Conditions and Planned Improvements (Most Recent Year)

Woodville School was originally built in 1940 and has thirty-one classrooms, a cafeteria, resource room, band room, science lab, and two computer labs. There are three playground areas, including a basketball court, soccer/football/baseball fields, tether ball areas, and other miscellaneous playground equipment.

Fourteen classrooms went through a complete renovation during the summer of 2005. Students are supervised by school personnel before, during, and after school. The staff annually reviews the safety plan and discusses playground and safety expectations with students on a regular basis. The campus is fully gated, and all visitors are required to sign in and out of the office. Woodville School is in the process of updating its five-year plan for repairing and maintaining all sites. This plan includes major repairs such as carpet placement, 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.

As of June 30, 2014, Deferred Maintenance was included as a Tier III categorical program that provides local educational agencies (LEAs) with the flexibility to use the ending fund balance for "any educational purpose." The District considers all flexibility options and recognizes that its deferred maintenance needs will continue to grow over time. Therefore, the District has made a local decision to continue to use the State funds as intended; this includes roofing, plumbing, heating, air conditioning, electrical, interior or exterior painting, and floor system projects.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: December 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Monthly pest control
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: December 2014				
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], Science California Standards Tests); and

- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	13	13	44
Mathematics	10	10	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	51	100.0	41	33	18	6
	4	49	48	98.0	75	13	13	0
	5	50	49	98.0	65	22	8	4
	6	50	49	98.0	69	24	2	0
	7	58	57	98.3	49	33	18	0
	8	57	55	96.5	42	47	9	0
Male	3		25	49.0	48	36	12	0
	4		30	61.2	80	10	10	0
	5		28	56.0	82	14	4	0
	6		30	60.0	73	23	0	0
	7		26	44.8	50	23	27	0
	8		25	43.9	52	40	8	0
Female	3		26	51.0	35	31	23	12
	4		18	36.7	67	17	17	0
	5		21	42.0	43	33	14	10
	6		19	38.0	63	26	5	0
	7		31	53.4	48	42	10	0
	8		30	52.6	33	53	10	0
Hispanic or Latino	3		46	90.2	41	35	17	4
	4		46	93.9	74	13	13	0
	5		47	94.0	68	21	9	2
	6		49	98.0	69	24	2	0
	7		54	93.1	50	31	19	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	8		54	94.7	41	48	9	0
White	3		5	9.8	--	--	--	--
	4		2	4.1	--	--	--	--
	5		2	4.0	--	--	--	--
	7		3	5.2	--	--	--	--
Two or More Races	5		0	0.0	--	--	--	--
	7		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		48	94.1	44	33	17	4
	4		47	95.9	77	11	13	0
	5		47	94.0	66	23	9	2
	6		49	98.0	69	24	2	0
	7		56	96.6	50	34	16	0
	8		55	96.5	42	47	9	0
English Learners	3		45	88.2	42	36	16	4
	4		42	85.7	76	12	12	0
	5		27	54.0	89	11	0	0
	6		29	58.0	83	10	0	0
	7		22	37.9	77	18	5	0
	8		32	56.1	66	31	0	0
Students with Disabilities	3		2	3.9	--	--	--	--
	4		4	8.2	--	--	--	--
	5		5	10.0	--	--	--	--
	6		3	6.0	--	--	--	--
	7		1	1.7	--	--	--	--
	8		5	8.8	--	--	--	--
Students Receiving Migrant Education Services	3		8	15.7	--	--	--	--
	4		3	6.1	--	--	--	--
	5		7	14.0	--	--	--	--
	6		7	14.0	--	--	--	--
	7		13	22.4	69	23	8	0
	8		12	21.1	50	33	17	0
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

AASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	50	98.0	44	30	14	8
	4	49	49	100.0	71	27	0	0
	6	50	49	98.0	73	22	2	2
	7	58	57	98.3	47	35	16	2
	8	57	55	96.5	67	24	7	2
Male	3		25	49.0	52	28	12	4
	4		30	61.2	70	30	0	0
	6		30	60.0	70	23	3	3
	7		26	44.8	42	42	12	4
	8		25	43.9	56	32	8	4
Female	3		25	49.0	36	32	16	12
	4		19	38.8	74	21	0	0
	6		19	38.0	79	21	0	0
	7		31	53.4	52	29	19	0
	8		30	52.6	77	17	7	0
Hispanic or Latino	3		45	88.2	47	29	16	7
	4		47	95.9	70	28	0	0
	6		49	98.0	73	22	2	2
	7		54	93.1	46	35	17	2
	8		54	94.7	67	24	7	2
White	3		5	9.8	--	--	--	--
	4		2	4.1	--	--	--	--
	7		3	5.2	--	--	--	--
Two or More Races	7		0	0.0	--	--	--	--
Socioeconomically Disadvantaged	3		47	92.2	43	32	15	6
	4		48	98.0	73	25	0	0
	6		49	98.0	73	22	2	2
	7		56	96.6	48	34	16	2
	8		55	96.5	67	24	7	2
English Learners	3		44	86.3	43	34	14	7
	4		43	87.8	72	26	0	0
	6		29	58.0	90	7	3	0
	7		22	37.9	73	23	5	0
	8		32	56.1	88	9	3	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		2	3.9	--	--	--	--
	4		4	8.2	--	--	--	--
	6		3	6.0	--	--	--	--
	7		1	1.7	--	--	--	--
	8		5	8.8	--	--	--	--
Students Receiving Migrant Education Services	3		8	15.7	--	--	--	--
	4		3	6.1	--	--	--	--
	6		7	14.0	--	--	--	--
	7		13	22.4	46	38	15	0
	8		12	21.1	83	8	0	8
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

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 students that did not receive a score; 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 students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	34	29	15	34	29	15	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	15
All Students at the School	15
Male	16
Female	14
Hispanic or Latino	15
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	3
Students with Disabilities	15
Students Receiving Migrant Education Services	7
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	34.00	29.80	6.40
7	21.40	26.80	32.10

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (Most Recent Year)

Woodville Union School District is governed by a five member board that welcomes input from staff, students, and community members. We currently have a School Site Council (SSC), Migrant Advisory Committee, and English Learner Committee(ELAC) and District Language Advisory Committee (DELAC). The School Site Council assists in the compilation of the Single Site Plan for Student Achievement. The SSC examine school programs and make recommendations to the Board of Trustees for consideration. The Migrant Advisory and English Learner Committees focus on the specific needs of these students, and assist the administration and staff in enhancing their educational experience. Under the Local Control Accountability Plan (LCAP) the school board adopted as goal # 7 the creation of a parental resource room. In addition, in order to provide parents with more access and information about our school there will be parent meetings throughout the year. All of our parent meetings are conducted in Spanish and English.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	3.27	1.89	2.59	3.27	1.89	2.59	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Woodville School provides a clean and safe campus in which students, staff, and community member's work together to promote learning and enhance the learning environment. School staff monitor students daily before, during, and after school. The campus is fully gated and alarmed. Visitors must sign in and out through the school office. Woodville School updated and the board approved a new safety plan in 2014. The plan can be viewed at our website, www.woodvilleschols.org

D. Other SARC Information

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

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2011-2012	
Year in Program Improvement*	Year 3	
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	17	4			20	1	2		21	1	2	
1	19	3			18	3			24		2	
2	15	3			17	3			20	3		
3	19	3			23		2		26		2	
4	23		2		26		2		25		2	
5	20	2	1		23		2		25		2	
6	22	8	6	1	31		2		25		2	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	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	17	8	3									
Mathematics	9	6	1									
Science												
Social Science	25		1									

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 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	NA	NA
Counselor (Social/Behavioral or Career Development)	NA	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)	n/a	N/A
Psychologist	.40	N/A
Social Worker	.20	N/A
Nurse	.20	N/A
Speech/Language/Hearing Specialist	.25	N/A
Resource Specialist	0	N/A
Other	n/a	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$9356	\$3,661	\$7078	\$\$65,763
District	N/A	N/A	\$2,410	\$65,763
Percent Difference: School Site and District	N/A	N/A	193.7	-5.8
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	-28.6	1.5

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

Types of Services Funded (Fiscal Year 2014-15)

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

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,762	\$39,948
Mid-Range Teacher Salary	\$64,654	\$57,401
Highest Teacher Salary	\$81,453	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	\$97,000	\$112,657
Percent of Budget for Teacher Salaries	39%	35%
Percent of Budget for Administrative Salaries	8%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

For the 2015-2016 the primary goal is for our teachers to finalize the transition to the Common Core and to be 100% technologically equipped to handle all assessments. We enlisted the services of Tulare County Office of Education to lead our training by contracting to 20 days of training for our teachers in the areas of English Language Development and Math. In addition, Fridays, during our teachers short workdays, we trained them new ways to use technology i.e. google, email, surveys, and document readers.

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

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

