

Review Copy Dago

2014 SARC Input Form

Reported Using Data from the 2013-14 School Year
Published During the 2014-15 School Year

The SARC is comprised of various reporting requirements. This template is provided as a tool to view and update your school's information includes only the information we cannot get from the Department of Education This is not the full SARC template. DTS will import publically available data not listed in this template as it becomes available. A list of answers to frequently asked questions (FAQs) can be downloaded by [clicking here](#).

School Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your school.

School Information

| | |
|------------------|------------------------------|
| School Name | Woodville Elementary School |
| Street | 16541 Road 168 |
| City, State, Zip | Porterville, CA 93257 |
| Phone Number | (559) 686-9713 |
| Principal | Dr.Dago Garcia |
| E-mail Address | dgarcia@woodvilleschools.org |
| School Website | www.woodvilleschools.org |
| Grades Served | K-8 |
| CDS Code | 54-72298-6054779 |

District Contact Information

Please review and update/enter the information below as needed. This section should include **current** information for your district.

District Information

| | |
|------------------|--|
| District Name | Woodville Union Elementary School District |
| Street | 16563 Road 168 |
| City, State, Zip | Porterville, CA 93257 |
| Phone Number | (559) 686-9712 |
| Superintendent | Dr. Dago Garcia |
| Web Site | www.woodvilleschools.org |
| E-mail Address | dgarcia@woodvilleschools.org |

School Description and Mission Statement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school, its programs and its goals.

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, 2014-2015, 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"

Opportunities for Parental Involvement (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement.

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. 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.

School Safety Plan (Most Recent Year)

Please review and update/enter the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan.

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

Suspensions and Expulsions

CDE will be releasing this data in early January, 2015. The section is being made available to you in the event that you prefer to provide the data in advance of CDE's release. Please update as needed.

| Suspension Rate (# of suspensions ÷ total enrollment) x 100 | | | |
|--|---------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| School | 1.3 | 3.3 | 1.9 |
| District | 1.3 | 3.3 | 1.9 |
| State | 5.7 | 5.1 | 4.4 |
| Expulsion Rate (# of expulsions ÷ total enrollment) x 100 | | | |
| | 2011-12 | 2012-13 | 2013-14 |
| School | 0.0 | 0.0 | 0.0 |
| District | 0.0 | 0.0 | 0.0 |
| State | 0.1 | 0.1 | 0.1 |

School Facility Conditions and Planned Improvements (Most Recent Year)

Please review and update/enter the information below as needed. You can also [click here to submit the MS Excel FIT tool via email](#). This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Date of your most recent facilities inspection: December 2014

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 replacement, roofing, plumbing and irrigation systems.

The maintenance personnel ensure that the campus grounds and facilities are well maintained throughout the year. They respond to maintenance requests in a prompt and timely manner. The administration also meets with them on an ongoing basis to discuss repairs and plans as needed. They work two shifts. The first shift begins at 6:00 am. The second shift ends at 8:00 pm. Therefore, they are readily available during functions. Maintenance personnel are trained on general safety procedures, the handling of special items, and how to recognize potential hazards. The school facilities have been well managed as we anticipate the future.

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)

Please review and update/enter the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

Please pay special attention to ensure that this section is aligned with the most recent inspection and FIT report.

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | Repair Needed and Action Taken or Planned |
|--|---|------|------|---|
| | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | [X] | [] | [] | |
| Interior: Interior Surfaces | [X] | [] | [] | |

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | Repair Needed and Action Taken or Planned |
|--|---|------|------|---|
| | Good | Fair | Poor | |
| 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] | [] | Need to install lighting in parking lot and basketball courts |
| Structural: Structural Damage, Roofs | [X] | [] | [] | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | [] | [X] | [] | Need to improve watering system |

| System Inspected | Repair Status (the marks should match your most recent inspection) | | | |
|-----------------------|---|------|------|------|
| | Exemplary | Good | Fair | Poor |
| Overall Rating | [] | [X] | [] | [] |

Teacher Credentials

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

CDE added an extra year of data to this table in this year's template.

| Teachers at this School | School | | | District |
|--|---------|---------|---------|----------|
| | 2012-13 | 2013-14 | 2014-15 | 2014-15 |
| With Full Credential | 27 | 24 | 18 | 2 |
| Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers) | 0 | 1 | 4 | 0 |
| Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA's personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments). | 0 | 0 | 0 | |

Teacher Misassignments and Vacant Teacher Positions

Please review and update/enter the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

| Indicator | 2012-13 | 2013-14 | 2014-15 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 0 | 0 |
| Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. | 0 | 0 | 0 |
| Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester. | 0 | 0 | 0 |

Academic Counselors and Other Support Staff (School Year 2013-14)

This data was copied from last year's SARC. Please update as needed. This section should include the number of staff employed at your schools that fall into the categories below.

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

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|---|----------------------------------|---|
| Academic Counselor | NA | |
| Counselor (Social/Behavioral or Career Development) | .91 | ♦ |
| Library Media Teacher (Librarian) | 1 | ♦ |
| Library Media Services Staff (paraprofessional) | n/a | ♦ |
| Psychologist | .40 | ♦ |
| Social Worker | .20 | ♦ |
| Nurse | .20 | ♦ |
| Speech/Language/Hearing Specialist | .25 | ♦ |
| Resource Specialist (non-teaching) | 0 | ♦ |
| Other | n/a | ♦ |

♦ means data not required.

Textbooks and Instructional Materials (Most Recent Year)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school’s use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in core subjects (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

Please pay special attention to ensure that this section is aligned with the most up-to-date adoption of textbooks.

Year and month in which data were collected: January, 2012

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-6. 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 |

| Core Curriculum Area | Textbooks and Instructional Materials/ Year of Adoption | From Most Recent Adoption? | Percent of Students Lacking Own Assigned Copy |
|--|--|----------------------------------|---|
| 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 schools only) | N/A | | N/A |

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)

The fields that are highlighted yellow are populated for you with data provided by CDE. Percent differences are calculated by this form. The remaining data was copied over from last year's SARC and should be reviewed/updated by the school/LEA.

The most recent data available from CDE is for fiscal year 2012-13. For comparison purposes, data for the same fiscal year is requested from the school.

| Level | Expenditures Per Pupil | | | Average Teacher Salary |
|--|------------------------|-------------------------------------|--------------------------------|------------------------------|
| | Total | Supplemental/ Restricted Sources | Basic/ Unrestricted Sources | |
| School Site | \$6,071 | \$3,661 | \$2,410 | \$59,377 |
| District | ♦ | ♦ | \$2,410 | \$63,028 |
| Percent Difference: School Site and District | ♦ | ♦ | 0.0 | -1.2 |
| State | ♦ | ♦ | \$4,690 | \$57,931 |
| Percent Difference: School Site and State | ♦ | ♦ | -56.5 | 2.9 |

♦ means data not required.

* **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.

Types of Services Funded (Fiscal Year 2013-14)

Please review and update/enter the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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. Woodville School currently offer and after school program through the Heart Program that serves around 100 students, the Migrant Program, additionally, serves around 20 students in an academic enrichment program. Before the end of the academic year, we will also have an additional after school academic enrichment program for an additional 60 students. Our goal is to provide afterschool enrichment support for 1/3 of our students.

Professional Development

Please review and update/enter the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in the most recent three year period. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

For the 2013-2014 the primary goal for our teacher develop was to train for the transition to common core. 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, Wednesdays, 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.

School Completion and Postsecondary Preparation

Please note: this section applies to high schools only. If you are not a high school, please skip this section.

Career Technical Education Programs (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district’s CTE advisory committee and the industries represented on the committee

Not applicable

Career Technical Education Participation (School Year 2013-14)

Please review and update/enter the information below as needed. This section should include information about level of participation in Career Technical Education (CTE) programs at your school.

| Measure | CTE Program Participation |
|---|---------------------------|
| Number of pupils participating in CTE | |
| % of pupils completing a CTE program and earning a high school diploma The number of pupils that completed a CTE program and graduated ÷ total number of pupils enrolled in a CTE program | |
| % of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school | |