

SARC 2017-18

SCHOOL ACCOUNTABILITY REPORT CARD

PUBLISHED DURING 2018-19



Westmore Oaks Elementary

Address: 1100 Clarendon St. West Sacramento, CA 95691-3605

Principal: Stacey Falconer, Principal

Phone: (916) 375-7730

Email: sfalconer@wusd.k12.ca.us

Web Site:

CDS Code: 57726946056402



Washington Unified

Superintendent: Linda Luna

Phone: (916) 375-7600

Email: lluna@wusd.k12.ca.us

Web Site: www.wusd.k12.ca.us



I DATA AND ACCESS

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

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

DataQuest

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

Internet Access

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

II ABOUT THIS SCHOOL

District Contact Information Most Recent Year

District Name: Washington Unified
 Phone Number: (916) 375-7600
 Superintendent: Linda Luna
 E-mail Address: lluna@wusd.k12.ca.us
 Web Site: www.wusd.k12.ca.us

School Contact Information Most Recent Year

School Name: Westmore Oaks Elementary
 Street: 1100 Clarendon St.
 City, State, Zip: West Sacramento, CA 95691-3605
 Phone Number: (916) 375-7730
 Principal: Stacey Falconer, Principal
 E-mail Address: sfalconer@wusd.k12.ca.us
 Web Site:
 County-District-School
 (CDS) Code: 57726946056402

School Description and Mission Statement (School Year 2018-19)

All students are expected to learn based on the California Common Core State Standards in English, Math, History and Science. Students are also expected to follow the Dragon Code of Honor, our school-wide behavior expectations. Parents and students are involved in our Parent-Teachers-Student-Association (PTSA), English Learners Advisory Committee (ELAC), and School Site Council (SSC). Our school Mission Statement is: "At Westmore Oaks K-8 School, we are a diverse and compassionate community of families, students and staff, working collaboratively and cooperatively to become critical thinkers. Our mission is to engage all students in rigorous academic instruction in preparation for their continuing education and life in the twenty-first century. We will provide a safe and supportive environment in order to encourage and motivate all students to reach their full potential. All students will take responsibility for their own learning."

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	75
Grade 1	77
Grade 2	70
Grade 3	62
Grade 4	78
Grade 5	87
Grade 6	92
Grade 7	95
Grade 8	83
Total Enrollment	719

Student Enrollment by Student Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.4%
American Indian or Alaska Native	1.1%
Asian	10.3%
Filipino	1%
Hispanic or Latino	49.7%
Native Hawaiian/Pacific Islander	1.3%
White	25.9%
Two or More Races	4.3%
Socioeconomically Disadvantaged	84.6%
English Learners	21.6%
Students with Disabilities	9.2%
Foster Youth	0.4%

A. CONDITIONS OF LEARNING

STATE PRIORITY: BASIC

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

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

Teacher Credentials

Teachers	School 2016-17	School 2017-18	School 2018-19	District 2018-19
With Full Credential	34	31	31	366
Without Full Credential	0	0	0	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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.

Month and year in which data were collected: January 2019

Subject	Textbooks and instructional materials/year of adoption	From most recent adoption?	% Students lacking own assigned copy
Reading/Language Arts	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6-11th grade (2016)	Yes	0%
Mathematics	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2-3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	Yes	0%
Science	K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007.	Yes	0%
History-Social Science	K-5 Harcourt Brace Reflections (2006) 6-8 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Foreign Language	N/A	N/A	0%
Health	The health curriculum is included as part of science and is taught using teacher and district created materials.	No	0%
Visual and Performing Arts	N/A	N/A	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

Site is in good condition overall

Replace the campus intercom operating system - Spring/summer 2015

Gym floor resurfaced Summer 2016

Kinder Wings new roofs summer 2017.

VCT replaced in the Cafeteria. New roofs summer 2017.

Site needs a lot of flat work and ADA upgrades.

School Facility Good Repair Status

Using the most recent FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The Overall Rating

Month and year in which data were collected: October 2018

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	✓	-	-	
Interior: Interior Surfaces	✓	-	-	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	✓	-	-	
Electrical: Electrical	-	✓	-	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	✓	-	-	
Safety: Fire Safety, Hazardous Materials	✓	-	-	
Structural: Structural Damage, Roofs	✓	-	-	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	✓	-	-	

Overall Facility Rate

Month and year in which data were collected: October 2018

	Exemplary	Good	Fair	Poor
Overall Rating	-	✓	-	-

B. PUPIL OUTCOMES

STATE PRIORITY: PUPIL ACHIEVEMENT

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

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

CAASPP Test Results in ELA and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/ Literacy (grades 3-8 and 11)	30%	28%	43%	45%	48%	50%
Mathematics (grades 3-8 and 11)	24%	19%	30%	32%	37%	38%

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.

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

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	490	475	96.94%	27.58%
Male	239	227	94.98%	23.79%
Female	251	248	98.80%	31.05%
Black or African American	28	28	100.00%	21.43%
American Indian or Alaska Native	--	--	--	--
Asian	41	39	95.12%	28.21%
Filipino	--	--	--	--
Hispanic or Latino	249	242	97.19%	21.49%
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	129	96.27%	35.66%
Two or More Races	20	20	100.00%	45.00%
Socioeconomically Disadvantaged	419	407	97.14%	23.10%
English Learners	122	117	95.90%	11.97%
Students with Disabilities	36	34	94.44%	2.94%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	489	478	97.75%	19.04%
Male	239	230	96.23%	17.39%
Female	250	248	99.20%	20.56%
Black or African American	27	27	100.00%	14.81%
American Indian or Alaska Native	--	--	--	--
Asian	41	41	100.00%	34.15%
Filipino	--	--	--	--
Hispanic or Latino	249	243	97.59%	11.93%
Native Hawaiian or Pacific Islander	--	--	--	--
White	134	130	97.01%	27.69%
Two or More Races	20	20	100.00%	10.00%
Socioeconomically Disadvantaged	418	410	98.09%	15.85%
English Learners	122	122	100.00%	14.75%
Students with Disabilities	36	34	94.44%	5.88%
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	--

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

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

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

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

Subject	Percent of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

NOTE: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

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

STATE PRIORITY: OTHER PUPIL OUTCOMES

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

- Pupil outcomes in the subject area of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	29.60%	11.10%	11.10%
7	14.30%	31.90%	41.80%
9			

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

C. ENGAGEMENT

STATE PRIORITY: PARENTAL INVOLVEMENT

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

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

Opportunities for Parental Involvement - (School Year 2018-19)

Parents are encouraged to get involved with their child's education at Westmore Oaks. Opportunities for involvement include the following: Homelink provides online access to student attendance, assessments, assignments and grades. Parent trainings in the evenings such as Latino Literacy nights, computer training, and Science and Math nights provide academic support. Parents can participate in organizations such as School Site Council, PTSA, and ELAC. Parents are always welcome to assist teachers in classrooms and on field trips, and we strongly encourage parent participation and attendance at various events and activities throughout the year, such as monthly Coffee with the Principal, Back to School Night, Open House, fall and spring parent-teacher conferences, band concerts, athletic events, and student recognition assemblies. Any parent interested in volunteering or becoming involved at Westmore Oaks is welcome to contact the Principal, Mrs. Stacey Falconer at 916-375-7730.

STATE PRIORITY: SCHOOL CLIMATE

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

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

Suspensions and Expulsions

Rate*	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	9.58	9.98	8.81	5.20	6.20	5.52	3.65	3.65	3.51
Expulsions	0.00	0.00	0.00	0.00	0.00	0.05	0.09	0.09	0.08

School Safety Plan – (School Year 2018-19)

There is a Safety and Crisis Management Plan in place. It is reviewed and revised on an annual basis with staff, the Site Safety Committee, and the School Site Council. Safety drills are scheduled monthly and each classroom has a safety kit that includes a safety backpack and emergency supplies in the event of any emergency. Parent, staff and student surveys are administered annually to assess any safety concerns. The results of the surveys are noted in the Safety Plan revisions. For character education, PBIS strategies are implemented in conjunction with a monthly focus on our Dragon Code of Honor characteristics to support students in making positive choices. We also have a school wide anti-bullying program with a focused effort on teaching staff and students about conflict resolution and problem solving techniques through peer mediation, Restorative Practices, and administrative support.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2015-16 Number of Classes*		
		1-20	21-32	33+
K	24		3	
1	21	1	2	
2	20	3	1	
3	19	4		
4	25		3	
5	26	1	1	2
6	25	6	7	8
Other**	13	1		

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2016-17 Number of Classes*		
		1-20	21-32	33+
K	20	1	3	
1	22		3	
2	23		3	
3	20	3	1	
4	31		3	
5	22	1	3	
6	18	15	11	3
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	Avg. Class Size	2017-18 Number of Classes*		
		1-20	21-32	33+
K	21	1	3	
1	24		3	
2	23		3	
3	20	2	1	
4	25		3	
5	23	1	3	
6	25	4	11	1
Other**				

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

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2015-16 Number of Classes*		
		1-22	23-32	33+
English	17	6	6	
Mathematics	31		4	2
Science	31		4	2
Social Science	31		6	

* 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 and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2016-17 Number of Classes*		
		1-22	23-32	33+
English	22	4	6	2
Mathematics	32		4	2
Science	32		3	3
Social Science	32		3	3

* 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 and Class Size Distribution (Secondary)

Subject	Avg. Class Size	2017-18 Number of Classes*		
		1-22	23-32	33+
English	24	2	6	
Mathematics	28		6	
Science	28		6	
Social Science	28		6	

* 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 2017-18)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	1	N/A
Library Media Teacher (Librarian)	1	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.5	N/A
Social Worker	.5	N/A
Nurse	.2	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non - teaching)	1.5	N/A
Other		N/A

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

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$7,142	\$1,327	\$5,815	\$94,176
District	N/A	N/A	\$5,881	\$78,070
Percent Difference – School Site and District	N/A	N/A	-1.13%	17.10%
State	N/A	N/A	\$7125	\$76522
Percent Difference – School Site and State	N/A	N/A	-22.53%	18.75%

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

Types of Services Funded (Fiscal Year 2017-18)

Before- and after-school intervention classes for Language Arts, mathematics, and English Language Development are held throughout the school year for students in grades one through eight. Computer lab and library access are available for students before school and after school to support completion of homework and projects. In addition, bilingual support in Language Arts, Math and computers is available, even via home tutoring services. Westmore Oaks also has a half-time Social Worker and full-time Outreach Specialist who support students and families with behavior and trauma. These intervention classes are funded by categorical programs.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		\$47547
Mid-Range Teacher Salary		\$74775
Highest Teacher Salary		\$93651
Average Principal Salary (Elementary)		\$116377
Average Principal Salary (Middle)		\$122978
Average Principal Salary (High)		\$135565
Superintendent Salary		\$222853
Percent of Budget for Teacher Salaries	35%	35%
Percent of Budget for Administrative Salaries	6%	6%

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

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Staff received and participated in professional development training during faculty meetings, district collaboration meetings, site collaboration meetings, grade level meetings, and after school district-offered trainings. Administrative staff and teachers were offered and received training in Cooperative Learning and Active Participation Instructional Strategies, Step Up to Writing, ELD strategies and cycles of inquiry for improvement, Working with Special Populations, Understanding Poverty, Common Core Mathematics and Common Core ELA and Literacy in other subjects, Emotional Intelligence, Classroom Management, Lesson Planning, Backward Mapping from CCSS standards, Safety, and Technology.

Step Up to Writing training was offered to all teachers. This training provided teachers with guidance to implement the new Common Core writing curriculum into their daily lessons.