

Westmore Oaks Elementary

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fq/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 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Westmore Oaks Elementary
Street	1504 Fallbrook St
City, State, Zip	West Sacramento, CA 95691- 3605
Phone Number	916.375.7730
Principal	Erin Cormier & Juan Salas
Email Address	ecormier@wusd.k12.ca.us & jsalas@wusd.k12.ca.us
School Website	https://westmore.wusd.k12.ca.us/
County-District-School (CDS) Code	57726946056402

2021-22 District Contact Information

District Name	Washington Unified School District
Phone Number	916.375.7600
Superintendent	Dr. Cheryl Hildreth
Email Address	childreth@wusd.k12.ca.us
District Website Address	www.wusd.k12.ca.us

2021-22 School Overview

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."

About this School

2020-21 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	54
Grade 1	72
Grade 2	67
Grade 3	58
Grade 4	60
Grade 5	61
Grade 6	52
Grade 7	76
Grade 8	78
Total Enrollment	578

2020-21 Student Enrollment by Student Group	
Student Group	Percent of Total Enrollment
Female	51.2
Male	48.8
American Indian or Alaska Native	0.5
Asian	14
Black or African American	7.6
Filipino	0.7
Hispanic or Latino	50.2
Native Hawaiian or Pacific Islander	0.2
Two or More Races	4
White	22.7
English Learners	26
Foster Youth	0.9
Homeless	2.9
Socioeconomically Disadvantaged	86
Students with Disabilities	14.4

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	24.2	73.4	330.6	84.0	228366.1	83.1
Intern Credential Holders Properly Assigned	2.4	7.5	4.8	1.2	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.0	0.0	12.0	3.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	5.6	1.4	12115.8	4.4
Unknown	6.2	19.0	40.2	10.2	18854.3	6.9
Total Teaching Positions	33.0	100.0	393.5	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	0.0
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	0.0

2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		2022 January	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th McGraw Hill Wonders (2017) 6th-11th McGraw Hill Study Sync (2017)	Yes	0%
Mathematics	K-5th Houghton Mifflin California Go Math (2016) 6th CPM Core Connections Courses 1 (2018) 7th-8th CPM Core Connections Courses 2- 3 (2016) 9th-12th Carnegie Learning Integrated Mathematics 1-3 (2016) Pearson Precalculus, 7th Edition (2016) Holt AP Edition Calculus, 10th Edition (2016) Larson Math and You (2016)	Yes	0%
Science	K-5th Scott Foresman "Science" edition (2007) (not most recent adoption) 6th-8th Amplify Science (2020) 9th-12th Glencoe (2004) STEMscopes (Pilot)	Yes	0%
History-Social Science	K-5th Harcourt Brace Reflections (2006) (not most recent board approval) 6th-8th TCI (2018) 9th-12th Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Health	The health curriculum is included as part of science and is taught using teacher and district created materials.	No	0%

School Facility Conditions and Planned Improvements

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. District maintenance ensures that the repairs necessary to keep the school sites in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The deficiencies discovered can be easily fixed. Overall, the site is in good condition.

Year and month of the most recent FIT report

2021 January

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
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 Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	386	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	200	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	203	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	81	NT	NT	NT	NT
English Learners	85	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	333	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	386	NT	NT	NT	NT
Female	186	NT	NT	NT	NT
Male	200	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	53	NT	NT	NT	NT
Black or African American	27	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	203	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	15	NT	NT	NT	NT
White	81	NT	NT	NT	NT
English Learners	85	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	38	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	333	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	58	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	378	347	92	8	21.7
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A			N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases

where the school administered the CAASPP assessment, LEAs/schools will populate this table with “N/A” values in all cells, meaning this table is Not Applicable for this school.

iReady Student Groups	iReady Total Enrollment	iReady Number Tested	iReady Percent Tested	iReady Percent Not Tested	iReady Percent At or Above Grade Level
All Students	378	344	91	9	14
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
SBAC Student Groups	SBAC Total Enrollment	SBAC Number Tested	SBAC Percent Tested	SBAC Percent Not Tested	SBAC Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A		N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A

Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	138	NT	NT	NT	NT
Female	69	NT	NT	NT	NT
Male	69	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	19	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	73	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	27	NT	NT	NT	NT
English Learners	23	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	124	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	19	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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. 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 Principals, Dr. Juan Salas or Mrs. Erin Cormier 916-375-7730.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	629	610	146	23.9
Female	315	308	77	25.0
Male	314	302	69	22.8
American Indian or Alaska Native	3	3	2	66.7
Asian	94	92	12	13.0
Black or African American	49	47	18	38.3
Filipino	4	4	0	0.0
Hispanic or Latino	312	302	83	27.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	24	24	11	45.8
White	142	137	20	14.6
English Learners	165	164	21	12.8
Foster Youth	8	7	4	57.1
Homeless	27	25	11	44.0
Socioeconomically Disadvantaged	542	527	139	26.4
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	95	93	28	30.1

C. Engagement

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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	7.39	0.00	3.82	0.06	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	3.02	3.50	2.45
Expulsions	0.00	0.03	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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. Our safety drills have been reviewed during the month of October in our Friday morning rallies. 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.

The Comprehensive School Safety Plan (CSSP) was reviewed, updated, and discussed on the following dates:

- School Faculty: October 27, 2021
- Student Representative: October 29, 2021
- Washington Unified School Board Adoption Date: October 28, 2021

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	3	
1	22		3	
2	20	2	1	
3	23		3	
4	29		2	
5	26		3	
6	24	3	14	
Other	6	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	22		3	
2	21		3	
3	19	3		
4	30		2	
5	17	1	2	
6	12	32	4	
Other	12	2		

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	23		3	
2	21	1	2	
3	19	3		
4	28		2	
5	29		2	
6	12	22	11	
Other	11	2		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,618	\$1,708	\$6,910	\$85,213
District	N/A	N/A	\$6,059	\$79,259
Percent Difference - School Site and District	N/A	N/A	13.1	7.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-20.0	5.0

2020-21 Types of Services Funded

Washington Unified School District is committed to ensuring services funded align with the district and school goals and priorities as outlined in the LCAP (Local Control Accountability Plan). Funding to school sites focuses on providing students and staff with materials, tools, professional development and experiences to support their academic and social-emotional learning. Funded services include: special education, LCFF (Local Control Funding Formula), Title I, Title II, Title III and grants.

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. Instructional assemblies and field trips to support and enrich student learning are offered. Library access is available for students before school and after school to support the completion of homework and projects. 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 and enrichment assemblies and field trips are funded through Title I and/or Local Control Funding Formula (LCFF) funds.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$43,073	\$51,029
Mid-Range Teacher Salary	\$72,774	\$78,583
Highest Teacher Salary	\$98,022	\$99,506
Average Principal Salary (Elementary)	\$112,691	\$124,576
Average Principal Salary (Middle)	\$130,882	\$131,395
Average Principal Salary (High)	\$143,590	\$144,697
Superintendent Salary	\$225,586	\$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Washington Unified School District provides a wide variety of professional learning opportunities for staff, including teachers, paraeducators, office staff, yard duties, and other support staff. Staff received and participated in professional development training during district Professional Learning days, site, Professional Learning days, grade level and/or department Professional Learning Team meetings, site staff meetings, ICLE professional Learning and planning days. Staff also participated in new staff orientation as appropriate. Providing professional learning that supports both the academic and social-emotional growth of students continues to be the priority for our district. All staff are able to provide valuable feedback on the effectiveness of their professional learning opportunities, as well as providing important recommendations for what areas of professional learning are needed going forward.

We also have a fulltime instructional coach on site.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	33	116	117

Washington Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Washington Unified School District
Phone Number	916.375.7600
Superintendent	Dr. Cheryl Hildreth
Email Address	childreth@wusd.k12.ca.us
District Website Address	www.wusd.k12.ca.us

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3886	430	11.07	88.93	55.58
Female	1936	210	10.85	89.15	62.44
Male	1950	220	11.28	88.72	49.07
American Indian or Alaska Native	22	3	--	86.36	--
Asian	464	53	11.42	88.58	62.26
Black or African American	210	25	11.90	88.10	30.43
Filipino	69	12	17.39	82.61	91.67
Hispanic or Latino	1778	177	9.96	90.04	42.11
Native Hawaiian or Pacific Islander	64	9	14.06	85.94	--
Two or More Races	203	7	3.45	96.55	--
White	1076	144	13.38	86.62	67.36
English Learners	610	23	3.77	96.23	4.35
Foster Youth	47	4	8.51	91.49	--
Homeless	258	2	0.78	99.22	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	2613	252	9.64	90.36	40.98
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	446	33	7.40	92.60	9.68

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	3887	398	10.24	89.76	30.83
Female	1936	192	9.92	90.08	27.96
Male	1951	206	10.56	89.44	33.50
American Indian or Alaska Native	22	3	--	86.36	--
Asian	464	50	10.78	89.22	42.86
Black or African American	210	22	10.48	89.52	4.76
Filipino	69	12	17.39	82.61	36.36
Hispanic or Latino	1778	159	8.94	91.06	20.92
Native Hawaiian or Pacific Islander	64	8	12.50	87.50	--
Two or More Races	203	6	2.96	97.04	--
White	1077	138	12.81		40.00
English Learners	610	19	3.11	96.89	0.00
Foster Youth	47	4	8.51	91.49	--
Homeless	258	2	0.78	99.22	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	2614	224	8.57	91.43	24.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	447	32	7.16	92.84	3.57