

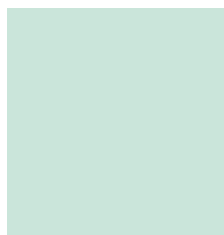
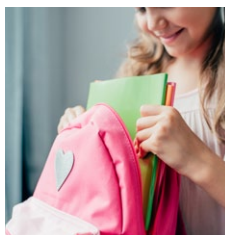
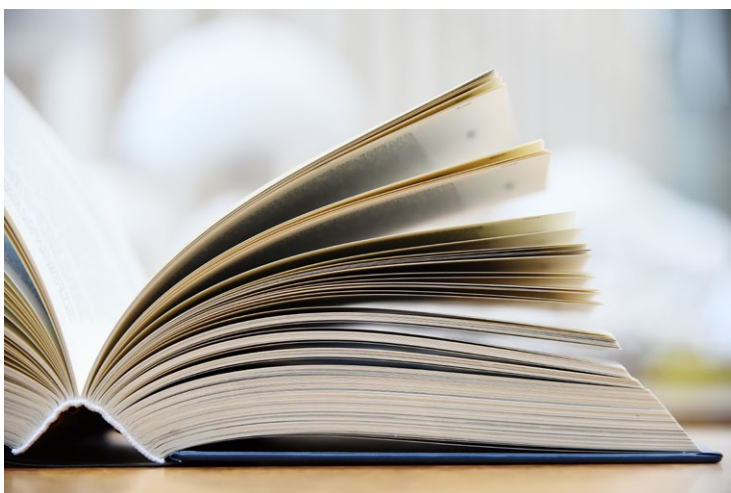


# Whitmore Elementary School

Grades K-8  
CDS Code 45-70169-6050595

Dr. L.F. Robins  
Principal  
[lrobbins@wujesd.org](mailto:lrobbins@wujesd.org)

30611 Whitmore Road  
Whitmore, CA 96096  
(530) 472-3243  
[www.wujesd.org](http://www.wujesd.org)



## Whitmore Union Elementary School District

30611 Whitmore Road Whitmore, CA 96096 ▪ (530) 472-3243 ▪ [www.wujesd.org](http://www.wujesd.org)



## Principal's Message

Whitmore Elementary School is nestled in a rural community approximately 28 miles east of Redding. Our enrollment of 40 students encompasses grades K-8 and K-8 Home School-Independent Study. Whitmore School offers a curriculum meeting all state standards. Two full-time instructors and two half-day aides ensure that a small student-to-adult ratio exists in the classrooms throughout the day. The teachers offer personalized and differentiated instruction to meet the students' needs. Students in grades 3-8 have in-class access to Chromebook tablets with high-speed internet. A reading intervention program is offered throughout the day to ensure that all students are reading at grade level or above. The campus includes a library, garden, playground, basketball court and athletic field as well as classrooms. The administration and staff strive to provide opportunities to enable and encourage our students to become productive members of society. Whitmore's community support is phenomenal. The Whitmore general store, community center, volunteer fire company, and the many small businesses in the area have all supported, purchased or provided items for our students.

## Vision Statement

Whitmore Elementary School is a grade K-8 school where each student is appreciated as an individual. We provide a safe and positive environment where every student is welcomed and encouraged to develop their own personal love for learning. We believe every child will learn when provided with a stimulating opportunity and caring staff that utilize successful practices. In addition to a rigorous curriculum, students are provided with extra support whenever needed to ensure their success.

We always put kids first and are committed to educating the whole child. Everyone works together to engage and motivate our students. Our warm and nurturing environment encourages students to be individuals that think, solve problems and be responsible and respectful while pursuing their interests. These are traits that will be necessary for success in the 21st century.

We are community centered—everyone's participation is important to our success!



## Parental Involvement

Our parents are strongly encouraged to participate in all activities at the school. The parents of the graduating class urge their students to raise funds for their annual trip. The parents encourage a strong work ethic, proper handling of funds and diplomacy in selecting sites to visit within California. Teachers work closely with the parents to ensure that garden time is included in the weekly schedule. The parents have successfully built four raised beds, and the students have grown pumpkins, tomatoes, corn, sunflowers, and maintain a small strawberry patch. Whitmore School has increased the number of members on the School Site Council to accommodate the number of parents who would like to participate in their children's education. The administration has an open-door policy, which hopefully encourages parents to discuss openly any issues that may concern them. To further enhance our open-door policy, the administration has encouraged parent and community groups, such as quilting and gardening clubs, to make use of the facilities.

For more information on how to become involved at the school, contact the Whitmore Community Parent Club at (530) 472-3243.

## School Safety

Whitmore Elementary School has a school safety plan developed by staff, administration and parents that is approved by the School Site Council and board of trustees. Regularly scheduled fire drills are held monthly, with earthquake and intruder-on-campus evacuation drills held quarterly to ensure that all staff members and students are familiar with and ready to carry out all emergency procedures should it be necessary to do so. Whitmore Elementary School conducted a Crisis Response Self-Audit during the 2008-09 school year to review all safety plans and procedures. Whitmore School participates in a variety of antidrug and disaster-preparedness activities.

The school safety plan was last reviewed, updated and discussed with the school faculty in August 2019.



## School Accountability Report Card

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

## Mission Statement

To provide individualized daily instruction that ensures each student meets or exceeds grade-level standards in a safe and nurturing environment. This is accomplished through a comprehensive school support system.



## Governing Board

Deborah Pulcini, President

Jeri Johnson, Clerk

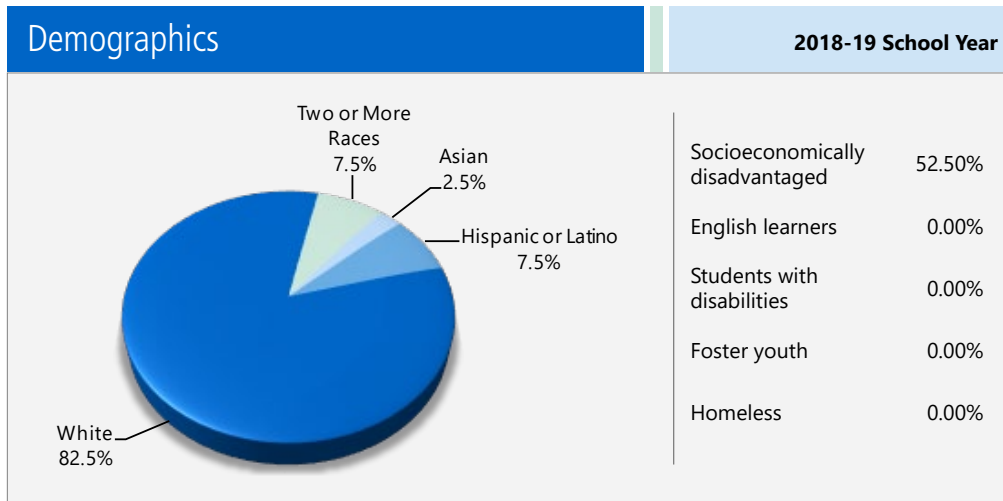
Carrie Copithorne





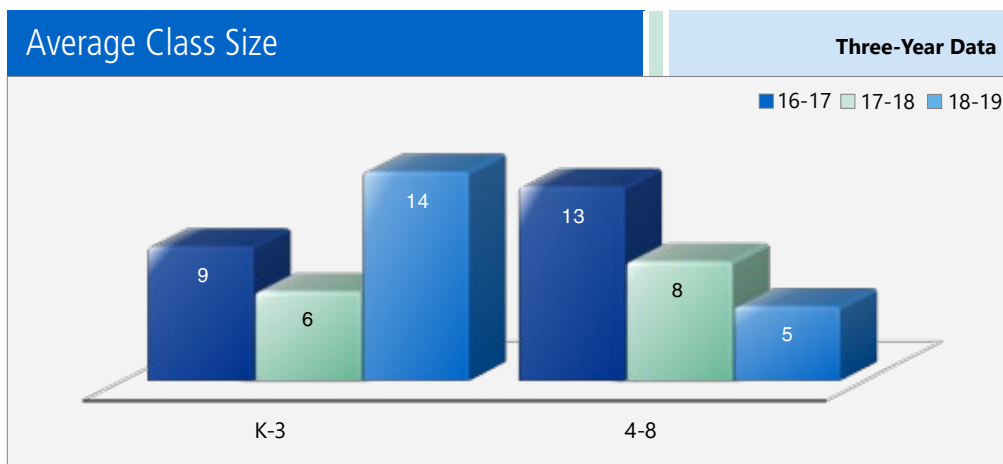
## Enrollment by Student Group

The total enrollment at the school was 40 students for the 2018-19 school year. The pie chart displays the percentage of students enrolled in each group.



## Class Size Distribution

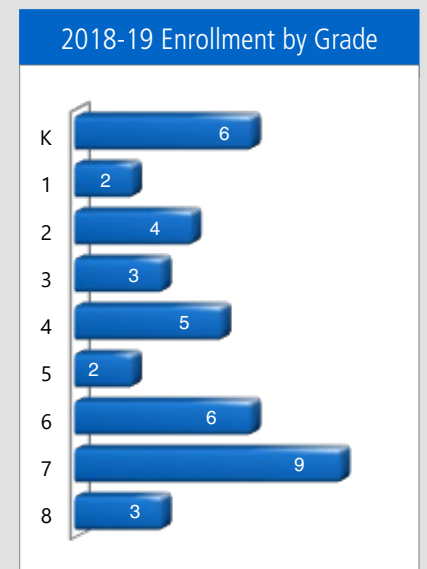
The bar graph displays the three-year data for average class size, and the table displays the three-year data for the number of classrooms by size. The number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.



Number of Classrooms by Size							Three-Year Data		
	2016-17			2017-18			2018-19		
Grade	Number of Students								
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
K-3	1			1			1		
4-8	1			1			1		

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2018-19 school year.



## Suspensions and Expulsions

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

**Suspension and Expulsion Rates**

Whitmore ES			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
Whitmore Union ESD			
	16-17	17-18	18-19
Suspension rates	0.0%	0.0%	0.0%
Expulsion rates	0.0%	0.0%	0.0%
California			
	16-17	17-18	18-19
Suspension rates	3.6%	3.5%	3.5%
Expulsion rates	0.1%	0.1%	0.1%



## CAASPP Test Results in Science for All Students (grades 5, 8 and high school)

The California Science Test (CAST) was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

Percentage of Students Scoring at Proficient or Advanced					Two-Year Data	
	Whitmore ES		Whitmore Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
Science	✧	✧	✧	✧	✧	✧

## CAASPP Test Results in ELA and Mathematics for All Students (grades 3-8 and 11)

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

Percentage of Students Meeting or Exceeding State Standards					Two-Year Data	
	Whitmore ES		Whitmore Union ESD		California	
Subject	17-18	18-19	17-18	18-19	17-18	18-19
English language arts/literacy	33%	33%	62%	60%	50%	51%
Mathematics	22%	0%	34%	36%	38%	40%

## California Physical Fitness Test

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

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

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

California Physical Fitness Test			2018-19 School Year	
Percentage of Students Meeting Fitness Standards			Whitmore ES	
	Grade 5	Grade 7		
Four of six standards	✧	✧		
Five of six standards	✧	✧		
Six of six standards	✧	✧		

✧ Not applicable.

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

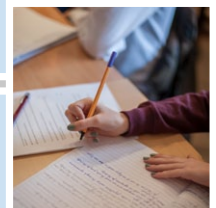
## California Assessment of Student Performance and Progress (CAASPP)

For the 2018-19 school year, the CAASPP consists of several key components, including:

**California Alternate Assessments (CAA)** test includes both ELA/literacy and mathematics in grades 3-8 and 11. The CAA is given to those students with the most significant cognitive disabilities whose current individualized education program (IEP) designates an alternate assessment.

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

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



## CAASPP by Student Group: English Language Arts and Mathematics

The table on the following page displays the percentage of students that met or exceeded state standards in English language arts/literacy and mathematics for the school by student groups for grades 3-8.

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

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

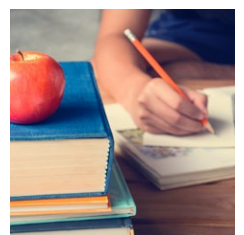
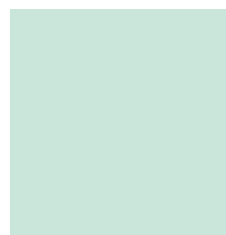




## CAASPP Results by Student Group: English Language Arts (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
English Language Arts					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	29	3	10.34%	89.66%	33.33%
Male	14	1	7.14%	92.86%	0.00%
Female	15	2	13.33%	86.67%	50.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	25	3	12.00%	88.00%	33.33%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	16	2	12.50%	87.50%	0.00%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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





## CAASPP Results by Student Group: Mathematics (grades 3-8)

Percentage of Students Meeting or Exceeding State Standards					2018-19 School Year
Mathematics					
Group	Total Enrollment	Number Tested	Percentage Tested	Percentage Not Tested	Percentage Met or Exceeded
All students	29	3	10.34%	89.66%	0.00%
Male	14	1	7.14%	92.86%	0.00%
Female	15	2	13.33%	86.67%	0.00%
Black or African-American	❖	❖	❖	❖	❖
American Indian or Alaska Native	❖	❖	❖	❖	❖
Asian	❖	❖	❖	❖	❖
Filipino	❖	❖	❖	❖	❖
Hispanic or Latino	❖	❖	❖	❖	❖
Native Hawaiian or Pacific Islander	❖	❖	❖	❖	❖
White	25	3	12.00%	88.00%	0.00%
Two or more races	❖	❖	❖	❖	❖
Socioeconomically disadvantaged	16	2	12.50%	87.50%	0.00%
English learners	❖	❖	❖	❖	❖
Students with disabilities	❖	❖	❖	❖	❖
Students receiving Migrant Education services	❖	❖	❖	❖	❖
Foster Youth	❖	❖	❖	❖	❖
Homeless	❖	❖	❖	❖	❖

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





## Textbooks and Instructional Materials

Whitmore Elementary School uses the currently approved curriculum recommended by the California State Board of Education and adopted by the Whitmore Board of Trustees. The current selection for math was adopted in 2014-15 school year, and each student has a textbook that corresponds with the new math program.

Every student, including English learners, of which we have none, has access to their own textbooks and instructional materials to use in class and to take home.

Textbooks and Instructional Materials List		2019-20 School Year
Subject	Textbook	Adopted
Reading/language arts	Spelling and Vocabulary, Read Naturally; Houghton Mifflin (K-8)	2001
Mathematics	<i>Go Math!</i> , Houghton Mifflin (K-6)	2014
Mathematics	<i>California Math, Algebra 1</i> , 2008 edition; McDougal Littell (8)	2008
Mathematics	Glencoe (6-8)	2008
Science	Macmillan/McGraw-Hill (K-5)	2008
History/social science	Pearson, Scott Foresman (K-5)	2008

## Availability of Textbooks and Instructional Materials

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

Percentage of Students Lacking Materials by Subject		2019-20 School Year
Whitmore ES	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	0%	
Health	0%	

## Public Internet Access

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

## Quality of Textbooks

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

Quality of Textbooks	
2019-20 School Year	
Criteria	Yes/No
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	Yes
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	Yes
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	Yes

## Currency of Textbooks

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

Currency of Textbooks	
2019-20 School Year	
Data collection date	10/8/2019





## School Facility Good Repair Status

The table shows the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor. At the time of this school facility inspection, no deficiencies were found.

School Facility Good Repair Status		2019-20 School Year
Items Inspected		Repair Status
<b>Systems:</b> Gas leaks, sewer, mechanical systems (heating, ventilation and HVAC)		Good
<b>Interior:</b> Interior surfaces (floors, ceilings, walls and window casings)		Good
<b>Cleanliness:</b> Pest/vermin control, overall cleanliness		Good
<b>Electrical:</b> Electrical systems		Good
<b>Restrooms/fountains:</b> Restrooms, sinks and drinking fountains		Good
<b>Safety:</b> Fire safety, emergency systems, hazardous materials		Good
<b>Structural:</b> Structural condition, roofs		Good
<b>External:</b> Windows/doors/gates/fences, playgrounds/school grounds		Good
<b>Overall summary of facility conditions</b>		Good
<b>Date of the most recent school site inspection</b>		7/12/2019
<b>Date of the most recent completion of the inspection form</b>		7/12/2019

## School Facilities

In 1953, the Whitmore Elementary School was built on its current site. The original school is now referred to as the Weir Building and houses the kitchen, cafeteria, conference room, staff room and the business offices. Two additional classrooms were added in 1965, and the preschool and grade K-3 classes meet there now. Two portable buildings were placed on the campus in 1990. The grade 4-8 classes meet in one, and the second is used as a meeting room for the staff of the homeschool program. Each student has a computer for their use to complete assignments or do research on the internet. All the restrooms were completely refurbished in 2007. A library, staffed by library volunteers, is housed in a separate building, with two computers and internet access. The cafeteria (a multipurpose facility) is equipped for all-weather dining. Recess and lunchtime activities take place on a large grassy athletic field, an asphalted area for basketball, volleyball or tennis, an asphalted area for tetherball and jump rope and a woodchip cushioned primary play area, which includes an assortment of playground equipment and swings.

The preschool playground is completely fenced. The facilities at Whitmore School are well maintained by a part-time maintenance man.

A paraprofessional aide greets the bus and any students who are dropped off by parents each morning. The aide is also on playground duty until classes begin at 8:25 a.m. A paraprofessional aide oversees morning, lunch and afternoon recesses. The Afterschool Program begins as the students' academic day ends at 2:55 p.m. and continues until 6 p.m. daily.

In August of 2019, the crumbling pathway to P1 was removed and a new paved path was installed. The existing basketball court was divided in half and the school garden was moved to one half of this area. A fence is being considered if the basketball players are unable to keep their play in their area. The proposed site for a new basketball court will need to be engineered; this will postpone the project until additional funds can be found.



## Core Values

The following core values are the guiding principles for Whitmore Elementary School. They represent what we value for our school community. They are a written expression of what is deep and enduring in our school system—what we believe in and live by:

- We will appreciate each student as an individual and educate him or her as such
- We will continually pursue excellence in our students and our staff
- We will teach grade-level curriculum daily to every student at their ability level
- We will always provide extra support to children believing that all students can learn and succeed
- We will continuously self-evaluate and improve
- We will model respect for self, respect for others and responsibility for all our actions
- We will maintain a quality environment and safe school facility
- We will be community centered where everyone's participation is important to our success



*"The administration and staff strive to provide opportunities to enable and encourage our students to become productive members of society."*

## Types of Services Funded

The following are types of services funded at Whitmore Elementary School.

- Title I





## Teacher Qualifications

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

Teacher Credential Information		Three-Year Data		
	Whitmore Union ESD	Whitmore ES		
Teachers	19-20	17-18	18-19	19-20
<b>With a full credential</b>	5	5	5	5
<b>Without a full credential</b>	0	0	0	0
<b>Teaching outside subject area of competence (with full credential)</b>	0	0	0	0

## Teacher Misassignments and Vacant Teacher Positions

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

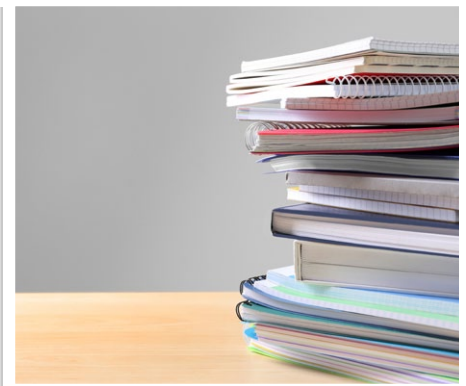
Teacher Misassignments and Vacant Teacher Positions		Three-Year Data		
		Whitmore ES		
Teachers		17-18	18-19	19-20
<b>Teacher misassignments of English learners</b>		0	0	0
<b>Total teacher misassignments</b>		0	0	0
<b>Vacant teacher positions</b>		0	0	0

## Professional Development

The staff participates in professional-growth seminars provided by the Shasta County Office of Education in a variety of curriculum areas and other organizations that provide professional development. The Whitmore staff members participate in numerous professional organizations including California Association of the Teachers of English (CATE). The Whitmore staff participates in Shasta Reading Council, North State for Gifted and Talented Education (GATE) and Early Intervention for Student Success (EISS), and Early Childhood Development. The teachers are encouraged to participate in summer workshops to enhance their skills, in particular, the California Writing Project and the science, technology, engineering and mathematics (STEM) program.

Teacher-principal/superintendent meetings and student-performance data reporting are used to supplement the teacher support.

Professional Development Days		Three-Year Data		
		2017-18	2018-19	2019-20
<b>Number of school days dedicated to staff development and continuous improvement</b>		2	2	2



## Academic Counselors and School Support Staff

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

Academic Counselors and School Support Staff Data	
2018-19 School Year	
	Ratio
<b>Academic counselors</b>	✧
<b>Support Staff</b>	<b>FTE</b>
<b>Counselor (academic, social/behavioral or career development)</b>	0.000
<b>Library media teacher (librarian)</b>	0.000
<b>Library media services staff (paraprofessional)</b>	0.000
<b>Psychologist</b>	0.000
<b>Social worker</b>	0.000
<b>Nurse</b>	0.025
<b>Speech/language/hearing specialist</b>	0.000
<b>Resource specialist (nonteaching)</b>	0.000



## Financial Data

The financial data displayed in this SARC is from the 2017-18 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

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

Salary Data		2017-18 Fiscal Year
	Whitmore Union ESD	Similar Sized District
<b>Beginning teacher salary</b>	◆	\$45,252
<b>Midrange teacher salary</b>	◆	\$65,210
<b>Highest teacher salary</b>	◆	\$84,472
<b>Average elementary school principal salary</b>	◆	\$107,614
<b>Superintendent salary</b>	◆	\$124,686
<b>Teacher salaries: percentage of budget</b>	24%	31%
<b>Administrative salaries: percentage of budget</b>	4%	7%

## Financial Data Comparison

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

Financial Data Comparison		2017-18 Fiscal Year
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
<b>Whitmore ES</b>	\$15,404	\$46,099
<b>Whitmore Union ESD</b>	\$15,404	\$46,099
<b>California</b>	\$7,507	\$64,941
<b>School and district: percentage difference</b>	◆	◆
<b>School and California: percentage difference</b>	+105.2%	-29.0%

◆ Information is not available at this time.

◆ The percentage difference does not apply to single-site districts.

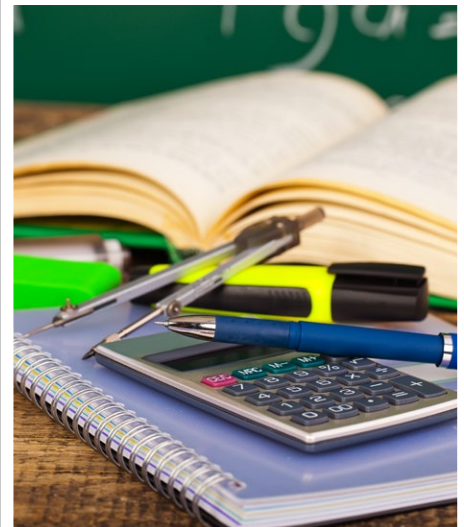
Data for this year's SARC was provided by the California Department of Education and school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://dq.cde.ca.gov/dataquest>.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

All data accurate as of December 2019.

## School Financial Data

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

School Financial Data	
2017-18 Fiscal Year	
<b>Total expenditures per pupil</b>	\$20,957
<b>Expenditures per pupil from restricted sources</b>	\$5,553
<b>Expenditures per pupil from unrestricted sources</b>	\$15,404
<b>Annual average teacher salary</b>	\$46,099



## Expenditures Per Pupil

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

## School Accountability Report Card

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