Westwood Elementary School
School Accountability Report Card
Reported Using Data from the 2018-19 School Year
Published During 2019-20

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://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 https://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.

About This School

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Westwood Elementary School
Street	1748 West Street
City, State, Zip	Concord, CA 94521
Phone Number	(925) 685-4202
Principal	Nancy Klinkner
Email Address	klinknern@mdusd.org
Website	westwood.mdusd.org
County-District-School (CDS) Code	07-61754-6004378

Entity	Contact Information
District Name	Mt. Diablo Unified School District
Phone Number	(925) 682-8000
Superintendent	Dr. Robert Martinez
Email Address	martinezr@mdusd.org
Website	www.mdusd.org

School Description and Mission Statement (School Year 2019-20)

Our Mission:
The mission of Westwood Elementary School is to create and maintain a safe environment that ensures every member of the school community reaches their highest, individual level of academic achievement as determined by state and national standards. The staff adheres to a standards based curriculum that meets the needs of our diverse community and is committed to helping each child reach her/his highest individual potential.

Westwood Core Values:
We believe all children should feel a part of the community.
Respect is the foundation for a healthy and high functioning school.-We believe school should be a physically and emotionally safe environment.
We believe in providing a rich and safe learning environment.
We believe that patience is everything.

In order to have a healthy and high functioning learning community we provide a foundation of respect, patience, and acceptance of all colleagues, families, and students.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	57
Grade 1	44
Grade 2	55
Grade 3	49
Grade 4	47
Grade 5	58
Grade 6	1
Grade 7	1
Total Enrollment	312

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.1
Asian	2.9
Filipino	3.2
Hispanic or Latino	42.3
Native Hawaiian or Pacific Islander	0.6
White	30.1
Two or More Races	6.1
Socioeconomically Disadvantaged	46.5
English Learners	18.9
Students with Disabilities	26.3
Foster Youth	0.3
Homeless	1

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	23	24	15	1599
Without Full Credential	1	0	2	69
Teaching Outside Subject Area of Competence (with full credential)	1	1	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
Misassignments of Teachers of English Learners	0	0	2
Total Teacher Misassignments*	0	0	2
Vacant Teacher Positions	0	0	2

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 2019-20)

Year and month in which data were collected: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill: Reading Wonders 2017 - Adopted 2017	Yes	0
Mathematics	Engage New York/Eureka Math - Adopted 2018	Yes	0
Science	Macmillian/McGraw-Hill: California Science - Adopted 2007	Yes	0
History-Social Science	Harcourt Brace: California Reflections 2006 - Adopted 2006	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

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. The results of this survey are available through the Maintenance and Operations Department.

District maintenance staff ensures that the repairs necessary to keep the school 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.

School Facility Good Repair Status (Most Recent Year)
Using the **most recently collected** 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

Year and month of the most recent FIT report: 08/08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	M.U. DOOR STICKS NEEDS ADJUSTMENT
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	D1-BALLAST OUT; D6 BALLAST OUT; BOYS BATHROOM BALLAST OUT; GIRLS BATHROOM BALLASTS OUT; LIBRARY - BALLAST OUT

System Inspected	Rating	Repair Needed and Action Taken or Planned
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	

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
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	37	51	50	50	50
Mathematics (grades 3-8 and 11)	25	23	39	39	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	137	98.56	1.44	37.23
Male	61	61	100.00	0.00	36.07
Female	78	76	97.44	2.56	38.16
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	47	46	97.87	2.13	43.48
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	65	65	100.00	0.00	21.54
English Learners	38	38	100.00	0.00	21.05
Students with Disabilities	41	40	97.56	2.44	12.50
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	136	97.84	2.16	22.79
Male	61	60	98.36	1.64	28.33
Female	78	76	97.44	2.56	18.42

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	65	64	98.46	1.54	7.81
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	47	45	95.74	4.26	35.56
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	65	64	98.46	1.54	10.94
English Learners	38	38	100.00	0.00	10.53
Students with Disabilities	41	39	95.12	4.88	10.26
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--

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 Ten
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which 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.

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 areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

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	10.7	10.7	3.6

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

Parents are an integral part of Westwood's decision-making process through participation on the School Site Counci (SSC), the Parent Faculty Club (PFC), English Learner Advisory Committee (ELAC), School Safety Committee, and the Positive Behavior Interventions and Supports (PBIS) Team.

Parents engage in ongoing school activities through various volunteer opportunities, including: Parent-Faculty Club Board Members, classroom volunteers, field trip chaperones, crossing guards, safety patrol, room parents, spirit wear coordinators, and event coordinators.

Parents support Westwood by coordinating and attending annual events/fundraisers, including: Carnival, Art Gala, Fun Run, Walk/Bike to School Day, Campus Beautification, Red Ribbon Week, Read Across America, Book Fairs, and STEM Fair.

Contact information pertaining to organized opportunities for parental involvement: (925) 685-4202 (front office), president@westwoodpfc.org (email for Parent Faculty Club President).

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	1.1	1.2	2.1	3.5	4.1	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Westwood's Comprehensive School Safety Plan was reviewed, revised, and approved by the School Site Council on 2/25/2019 .

The Comprehensive School Safety Plan shall be used to provide details regarding each school's strategies, programs, and procedures to support a safe school environment. The California Education Code sections 32280-32289 outline the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school. Requirements are:
 • Assessment of school crime committed on school campuses and at school-related functions
 • Child abuse reporting procedures
 • Disaster procedures
 • Suspension and expulsion policies
 • Procedures to notify teachers of dangerous pupils
 • Discrimination and harassment policies
 • School wide dress code policies
 • Procedures for safe ingress and egress
 • Policies enacted to maintain a safe and orderly environment
 • Rules and procedures on school discipline
 • Hate crime reporting procedures

The information contained in a school's safety plan may be supplemented by information not specified in the California Education Code sections 32280-32289.

Key elements included in Westwood's School Safety Plan Plan:

School Mission Statement

Current Status of School Crime

Ensuring a Safe and Orderly Environment

Safe Ingress and Egress Procedures

Child Abuse Reporting Procedures

Suspension and Expulsion Policies

Notifying Teachers About Dangerous Pupils

Sexual Harassment Policy

Hate Crime Policy and Procedures

Bullying Policy

Dress Code Policy/Site Dress Code

Discipline Policy/Site Rules

Disaster/Crisis Response

Public Notification

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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	16	2	2		18	1	2		20	1	2	
1	21	1	1		23		2		20	1	1	
2	25		2		23		2		22	1	1	
3	27		2		23		2		17	2	1	
4	21	1	1		24		2		30		1	
5	20	1	2		16	3			18	2	2	
Other**	9	2			7	3			9	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	624.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.6
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.5
Resource Specialist (non-teaching)	
Other	

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$ 17,634.57	$ 8,281.19	$ 9,353.37	$81,117.00
District	N/A	N/A	$8,328.50	$78,217.00
Percent Difference - School Site and District	N/A	N/A	-200.0	3.6
State	N/A	N/A	$7,506.64	$82,403.00
Percent Difference - School Site and State	N/A	N/A	-200.0	-1.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

Westwood students benefit from school-wide programs, such as Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS), which provide a systematic and structured system of academic and social-emotiona/behavioral support.

A part-time School Counselor is available to support students' social-emotional and behavioral health and well-being through parent education, teacher consultation, classroom-based lessons/activities, and small group and individual counseling sessions.

A part-time School Nurse is available to provide basic health screenings, support for students' physical health needs, and training/consultation for staff members.

Westwood Elementary hosts 2 Full-time Special Education Programs (5 classes) which provide services to students within MDUSD's SELPA. Special Education services are provided to full-time and part-time students, based on their IEPs, by the following service providers:
- School Psychologist
- Resource Specialist
- Five Special Day Class Teachers (3 for Deaf or Hard-of-Hearing, 2 for Students with Extensive Needs)
- Special Education Assistants
- Assistants to the Deaf/Hard-of-Hearing
- Speech-Language Pathologists
- Adaptive Physical Education Teacher
- Behaviorist Management Specialist
- Occupational Therapist
- Physical Therapist
- Interpreters for the Deaf/Hard-of-Hearing

State funds support professional development, technology integration, and the purchase of instructional equipment, materials, and supplies that directly impact students' access to quality instruction.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$53,339	$48,612

Category	District Amount	State Average For Districts In Same Category
Mid-Range Teacher Salary	$73,641	$74,676
Highest Teacher Salary	$98,346	$99,791
Average Principal Salary (Elementary)	$116,573	$125,830
Average Principal Salary (Middle)	$123,726	$131,167
Average Principal Salary (High)	$133,844	$144,822
Superintendent Salary	$280,000	$275,796
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

The school district coordinates a variety of staff development programs for teachers and administrators based on assessed needs and state mandates. One day prior to the first student day of the school year is dedicated to staff development, along with 2 in-service days during the school year. Additional training and coaching is provided by the school site during early-release Wednesdays, conference/workshop attendance, and through regularly scheduled release days designed for team collaboration and participation in Instructional Rounds. Support and training is provided by the Principal, Teacher Leaders, Teachers on Special Assignment (TOSA), and outside agencies.The following topics have been presented:
- Engagement Strategies
- Academic Vocabulary
- Critical Literacy Development
- Reading/Language Arts Curriculum (Wonders) Implementation
- California Math Framework
- Number Talks
- Development of Priority Standards in R/LA and Math
- i-Ready Implementation
- Professional Learning Communities
- Response to Intervention
- Project Lead the Way
- Engineering is Elementary
- Next Generation Science Standards
- ADEPT Administration
- ELPAC/VCCALPS Administration
- CAASPP/CAA Administration
- Positive Behavior Intervention and Support Strategies
- Dynamic Mindfulness
- Responsive Classroom Strategies
- Restorative Practices
- AVID
- Equity