

# **Prestwood 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)**

<b>Entity</b>	<b>Contact Information</b>
<b>School Name</b>	Prestwood Elementary School
<b>Street</b>	343 E. MacArthur St.
<b>City, State, Zip</b>	Sonoma, CA 95476
<b>Phone Number</b>	707-935-6030
<b>Principal</b>	Catherine Larkin
<b>Email Address</b>	clarkin@sonomaschools.org
<b>Website</b>	www.prestwoodschool.org
<b>County-District-School (CDS) Code</b>	49-70953-6052286

Entity	Contact Information
District Name	Sonoma Valley Unified School District
Phone Number	707-935-6000
Superintendent	Socorro Shiels
Email Address	msilvi@sonomaschools.org
Website	www.sonomaschools.org

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

Prestwood Elementary is an elementary school located downtown Sonoma, Ca. Prestwood is located on the east side of the town. It has an enrollment of approximately 370 students. Of our students, we have 27% English language learners. Of these 27% majority speak Spanish as their first language, however, the other languages that are included are French, Hindi, Swedish, and Cantonese, 77% of our students are white. 23% are made up of mainly of LatinX heritage, however, we have students who are Indian, Asian, and Black. We have approximately 3 classes per grade level K-3 and two classes per grades 4 and 5. We have a Special Day Class on site for students who are intellectually disabled. We also have a full time RSP with a full caseload. We have mentoring center on campus that provides social emotional support to students who need additional support. Our school has two academic programs site that involve shuffling or regrouping of students to provide core instruction at their level. We offer integrated to our students in Kindergarten. and a pull out ELD program to our students in 1st through 5th grade. At our school we do our best to have BEST days to teach behavioral expectations. We also are in the process of implementing PBIS. In our office we have a healthy number of staff to support students. Prestwood has an office manager, office assistant, health tech and a community liaison who is bilingual.

### Mission

The mission of Prestwood Elementary School is to guide children in becoming educated, compassionate, and socially responsible participants in their local and global communities.

### Vision

Prestwood will achieve this mission through four main areas: academics, life skills, community, and environment.

Academics: Students will engage in purposeful, relevant, real-world projects rooted in inquiry-based learning.

Life Skills: Students will demonstrate safety, develop responsibility, and show respect for themselves and others.

Community: Students will participate in a learning community that fosters a sense of pride, inclusion, and connection based on interactions of mutual respect among all members of the community.

Environment: We will build a safe and positive environment that differentiates for all students, teaches environmental stewardship, and promotes joyfulness.

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

Grade Level	Number of Students
Kindergarten	59
Grade 1	58
Grade 2	59
Grade 3	72
Grade 4	63
Grade 5	69
Total Enrollment	380

**Student Enrollment by Group (School Year 2018-19)**

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.3
Asian	0.8
Filipino	0.5
Hispanic or Latino	31.8
Native Hawaiian or Pacific Islander	0.3
White	62.9
Two or More Races	2.1
Socioeconomically Disadvantaged	37.6
English Learners	18.9
Students with Disabilities	11.1
Homeless	

**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	22	18	20	207
Without Full Credential	0	0	0	12
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4

## Teacher Misassignments and Vacant Teacher Positions

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

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

## Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: August 2018

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw Hill Treasures/Tesoros de Lectura Adopted May 2010 K-5 Writing: Heineman, Lucy Calkins Units of Study Writing, Adopted October 2015	Yes	0
Mathematics	Bridges in Mathematics, Adopted June 2017	Yes	0
Science	Macmillan/McGraw Hill California Science, Adopted May 2007	Yes	0
History-Social Science	K-2: Houghton-Mifflin History-Social Science, Adopted May 2006 Gr. 3-5: Scott Foresman History-Social Science for CA, Adopted May 2006	Yes	0
Health	Macmillan Health and Wellness, Adopted May 2005	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are in good condition. Upgrades over the past few years include: resurfaced blacktop playground area, school painting, HVAC, and a solar panel patio. We also paid to have our playground updated to current safety code and added new features. More recently our school community has added new landscape to beautify the campus. One custodian is on duty daily to take care of regular maintenance and cleaning. We also have a night custodian to take care of our facilities every evening.

### 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:** 10/08/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good	None
<b>Interior:</b> Interior Surfaces	Good	None
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	Good	None
<b>Electrical:</b> Electrical	Good	Room 36: Light out Room 30: Light out Room 50: Light out Work request assigned
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	Good	None
<b>Safety:</b> Fire Safety, Hazardous Materials	Good	None
<b>Structural:</b> Structural Damage, Roofs	Good	None
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	None
<b>Overall Rating</b>	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)	55	56	42	43	50	50
Mathematics (grades 3-8 and 11)	43	47	29	28	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	200	193	96.50	3.50	55.96
Male	114	108	94.74	5.26	47.22
Female	86	85	98.84	1.16	67.06
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	69	97.18	2.82	39.13
Native Hawaiian or Pacific Islander					
White	119	114	95.80	4.20	64.91

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.30	2.70	40.28
English Learners	50	48	96.00	4.00	35.42
Students with Disabilities	39	35	89.74	10.26	20.00
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	200	193	96.50	3.50	46.63
Male	114	108	94.74	5.26	45.37
Female	86	85	98.84	1.16	48.24
Black or African American					
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	71	69	97.18	2.82	26.09
Native Hawaiian or Pacific Islander					
White	119	114	95.80	4.20	59.65
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.30	2.70	27.78
English Learners	50	48	96.00	4.00	25.00
Students with Disabilities	39	35	89.74	10.26	14.29
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	27.3	28.8	25.8

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 formally and actively involved at Prestwood School through the School Site Council, English Language Advisory Committee (ELAC), and our Parent Teacher Organization. Our School Site Council meets monthly and is involved in making budget decisions. Our PTO and ELAC both meet monthly and are well attended.



Many parents volunteer in classrooms, for field trips and events.. Our Mentor Center draws volunteers from the community to mentor our students. We also partner with the United Way and community members to provide reading support to our students through the Schools of Hope program. The PTO organizes special events and family nights, supports our school wide academic programs, and provides an enriched arts program. To become involved, please contact PTO Presidents Joanne Green and leave a message at our school number: (707) 935-6030.

### 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
<b>Suspensions</b>	2.4	1.4	3.1	5.3	3.3	5.1	3.6	3.5	3.5
<b>Expulsions</b>	0.0	0.0	0.0	0.3	0.1	0.2	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

We update our school safety plan every fall through our School Site Council (SSC) and then review with the staff. Our plan covers emergency procedures, staff responsibilities, dress code, child abuse reporting, sexual harassment, discipline, and school rules. Prestwood schedules school wide emergency drills monthly and train on emergency procedures multiple times throughout the year. In addition, our school district has hired on a consultancy agency to review our safety plans and ensure that state regulations are met. Furthermore, the SSC is planning a safety event in late February or early March, where Prestwood is going to be implementing the steps that are outlined in our Safety Plan.

Our discipline policies are based on the district-wide progressive discipline model, which are restorative in nature, and minimizing exclusionary practices. Teachers post Prestwood School rules in their classrooms, and teach behavior expectations in various school settings. Our rules are designed to ensure that students are safe, respectful, and responsible. Prestwood Elementary is implementing Tier 1 of Positive Behavioral Intervention & Supports (PBIS). Prestwood has a referral process for students making behavioral errors which is restorative, informs parents, and builds relationships between staff and students. Prestwood has a positive incentive for acknowledgments (Blue Cards).

## 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	20	2	1		22		3		23		3	
1	24		3		20	3			24		2	
2	18	3			25		3		20	3		
3	21		3		19	3			24		3	
4	24		3		29		2		28		2	
5	22	1	3		57		3	1	25	1	1	1
Other**					10	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*	950.0

\*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)	.4
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.3

\*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	\$11,215	\$4,006	\$7,208	\$68,316.96

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	\$4,055	\$65,909.00
Percent Difference - School Site and District	N/A	N/A	77.8	9.1
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	9.6	-1.9

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)

Schools receive funding in a variety of formats. We receive “general funding” that is generated on a basic aid. General fund money is mostly used for classroom teachers professional development structures, and supplemental materials for students.

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$40,712	\$46,208
Mid-Range Teacher Salary	\$63,869	\$72,218
Highest Teacher Salary	\$79,852	\$92,742
Average Principal Salary (Elementary)	\$106,000	\$134,864
Average Principal Salary (Middle)	\$111,076	\$118,220
Average Principal Salary (High)	\$129,096	\$127,356
Superintendent Salary	\$192,000	\$186,823
Percent of Budget for Teacher Salaries	34%	33%
Percent of Budget for Administrative Salaries	5%	6%

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			5

September 9th  
Referral Process

October 21st  
Emergency Preparedness- Emergency Procedures

Nov 18th  
Promise Standard Pacing

Monday, January 13th:  
Welcome Back[

Monday, January 27th  
Math  
Learning Objectives

Monday, February 24th  
PBIS

- SWIS Data
- Brain Response

Monday, March 23rd  
Math

Monday, April 6th  
(Laura Mooiman coming)  
Corrective Responses  
Referral Procedures Refresher

Monday, April 27th  
Math

Monday, May 18th  
PBIS  
Reflection on Referral process  
SWIS

8/2017 Bridges in Mathematics Professional Development (2 days)  
4/2017 Bridges in Mathematics Introductory Training (1/2 day)  
8/2016 Units of Study Writing Training  
8/2016 Common Sense Media Ethic Use Training  
2015-16 - 5 days Common Core Language Arts and Math  
11/2015: Technology Training  
10/2015: CPS Mandated Reporters Training  
9/2015: Common Core Math  
9/2015: BEST Training