

Southport Elementary

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	Southport Elementary
Street	2747 Linden Rd.
City, State, Zip	West Sacramento, CA 95691-4258
Phone Number	(916) 375-7890
Principal	Mr. Matt Ainsworth
Email Address	mainsworth@wusd.k12.ca.us
County-District-School (CDS) Code	57726946115463

Entity	Contact Information
District Name	Washington Unified
Phone Number	(916) 375-7600
Superintendent	Linda Luna
Email Address	lluna@wusd.k12.ca.us
Website	http://www.wusd.k12.ca.us/

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

Our mission is to improve the academic performance of all students in order to prepare them to graduate and be ready for college and career. Working hand in hand in the spirit of cooperation between the school, parents, students, and community, we will provide a safe and happy environment in which students can excel. We will establish higher expectations for student achievement and all students will master the California Standards for their grade level. Our school site council along with the school administrators will develop balanced budgets that support our goals for student achievement. We will provide the necessary support and resources to ensure that all students succeed to their fullest potential. We will establish strategies, structures, and practices that will improve communication, cooperation, and collaboration within the school and the West Sacramento community.

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

Grade Level	Number of Students
Kindergarten	110
Grade 1	77
Grade 2	83
Grade 3	74
Grade 4	88
Grade 5	88
Grade 6	94
Grade 7	99
Grade 8	92
Total Enrollment	805

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	4.1
American Indian or Alaska Native	0.4
Asian	10.2
Filipino	2.4
Hispanic or Latino	36
Native Hawaiian or Pacific Islander	1.7
White	37.4
Two or More Races	7.6
Socioeconomically Disadvantaged	57.1
English Learners	12.7
Students with Disabilities	7
Foster Youth	0.7
Homeless	2.9

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	36	37	32.5	339.3
Without Full Credential	0	1	1.5	10
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

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	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: January 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5th grades uses McGraw Hill Wonders and McGraw Hill Study Sync for 6- 11th grade (2016)	Yes	0%
Mathematics	K-5 Houghton Mifflin California Go Math (2015) 6-8 CPM Core Connections, Courses 2- 3 (2017) 9-12 Carnegie Learning Integrated Mathematics, 1-3 (2012); Pearson Precalculus, 7th Edition (2016); Holt AP Edition Calculus, 10th Edition (2013); Larson Math and You (2013)	Yes	0%
Science	K-5 uses the Scott Foresman "Science" edition. Grades 6-8 uses the Holt science program. Year of adoption 2007	Yes	0%
History-Social Science	K5 Harcourt Brace Reflections (2006) 68 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Foreign Language	N/A		0
Health	The health curriculum is included as part of science and is taught using teacher and district created materials.	No	0%
Visual and Performing Arts	N/A		0
Science Laboratory Equipment (grades 9-12)	N/A		0

School Facility Conditions and Planned Improvements (Most Recent Year)

Site is in good condition over all. Composite roofing needs to be replaced, but all other deficiencies are minor and can be easily fixed.

Replaced the carpet in 5 portable classrooms - Summer 2015

Replaced wall cove base in the MPR.

Extensive concrete work to eliminate trip hazards 2016

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: 2019 November

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	Some missing floor tiles
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Composite roofing is at the end of its life cycle and needs to be replaced.
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)	60	61	45	46	50	50
Mathematics (grades 3-8 and 11)	40	47	32	34	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	556	546	98.20	1.80	61.10
Male	268	263	98.13	1.87	58.02
Female	288	283	98.26	1.74	63.96
Black or African American	24	23	95.83	4.17	43.48
American Indian or Alaska Native	--	--	--	--	--
Asian	58	57	98.28	1.72	70.18
Filipino	13	12	92.31	7.69	83.33
Hispanic or Latino	203	200	98.52	1.48	49.75
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	209	205	98.09	1.91	71.22

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	38	38	100.00	0.00	60.53
Socioeconomically Disadvantaged	330	324	98.18	1.82	51.70
English Learners	113	109	96.46	3.54	57.80
Students with Disabilities	51	48	94.12	5.88	25.00
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	50.00

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	556	547	98.38	1.62	47.17
Male	268	263	98.13	1.87	48.29
Female	288	284	98.61	1.39	46.13
Black or African American	24	23	95.83	4.17	34.78
American Indian or Alaska Native	--	--	--	--	--
Asian	58	57	98.28	1.72	54.39
Filipino	13	13	100.00	0.00	61.54
Hispanic or Latino	203	201	99.01	0.99	34.83
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	209	204	97.61	2.39	55.39
Two or More Races	38	38	100.00	0.00	60.53
Socioeconomically Disadvantaged	330	324	98.18	1.82	36.73
English Learners	113	110	97.35	2.65	40.00
Students with Disabilities	51	47	92.16	7.84	19.15
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	13	12	92.31	7.69	50.00

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	33.7	15.2	10.9
7	24.7	19.6	16.5

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)

The Southport PTO is a strong and active group that supports Southport students, teachers, and staff. The PTO welcomes families with an end of the summer barbeque and the first day of school coffee social. They also sell school t-shirts. They have two major fundraisers throughout the year and also sponsor Scholastic Book Fairs in the fall, winter, and spring. Past goals that have been met include: new computers for our computer lab, a computer in each classroom, multiple Chrome Carts with 36 Chromebook computers, shade structure, sports and playground equipment, uniforms for intramural sports, classroom supplies, computer software programs, Art docent curriculum and supplies, and field trips. Our PTO sponsors an after school Spanish Immersion program, Dance, Theater, Martial Arts, Garden Club, Craft Club, and Computer Coding program.

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	5.2	4.1	2.8	6.2	5.5	3.8	3.6	3.5	3.5
Expulsions	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

We currently have a positive attendance program at Southport Elementary where monthly classroom attendance is charted and awarded. We also have a positive discipline program with positive referrals for good behavior and a school wide incentive program with Duck Bucks, Caught You Being Amazing raffle tickets, and Golden Duck Positive Referral Awards. The School Site Council meets to go over the Safety Plan once a year and there is a Southport Safety Committee that meets four times per year. Southport Elementary School is a place where everyone, staff, and students feel safe and respected at all times. Our objective is to help reduce and stop bullying on campus and in the classrooms through training and other character education programs, which include Victor Community Support Services, BEST, Olweus, Kevin Bracy's Reach One Program and Real Colors. Southport Elementary School has a Safety Committee comprised of teachers, support staff and parents. Three Safety Committee representatives attend the District Safety Committee meetings. Southport Elementary School has clean and safe buildings and grounds for students and staff alike. Buildings and grounds will be clean at all times of the day. Restrooms will be safe at all times of the day. Students and staff will respect buildings and grounds; and help keep them safe and clean.

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	21	1	3		22	2	3		18	5	1	
1	22		4		24		4		19	3	1	
2	21	2	2		22	1	3		21	2	2	
3	19	4	1		22		4		19	4		
4	32		1	2	31		3		29		3	
5	24	1	2	1	33			3	29		3	
6	23	7	19	2	28	6	10	8	26	6	13	4
Other**												

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

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

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

Title	Ratio
Academic Counselors*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	.6
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.5

*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	\$6,140	\$461	\$5,679	\$82,793
District	N/A	N/A	\$6,152	\$76,458
Percent Difference - School Site and District	N/A	N/A	-8.0	8.0
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-27.7	5.9

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)

Southport Elementary has a full time instructional coach, offering support and model lessons to teachers grades TK-8th, and focussing on ELD instruction, Guided Reading groups, and

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$41,316	\$49,084
Mid-Range Teacher Salary	\$69,807	\$76,091
Highest Teacher Salary	\$94,026	\$95,728
Average Principal Salary (Elementary)	\$113,608	\$118,990
Average Principal Salary (Middle)	\$119,682	\$125,674
Average Principal Salary (High)	\$131,432	\$137,589
Superintendent Salary	\$196,026	\$230,096
Percent of Budget for Teacher Salaries	35%	35%
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	116	105	33

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