

Westmore Oaks 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	Westmore Oaks Elementary
Street	1100 Clarendon St.
City, State, Zip	West Sacramento, CA 95691- 3605
Phone Number	(916) 375-7730
Principal	Juan Salas & Erin Cormier
Email Address	jsalas@wusd.k12.ca.us & ecormier@wusd.k12.ca.us
County-District-School (CDS) Code	57726946056402

Entity	Contact Information
District Name	Washington Unified
Phone Number	9163757604
Superintendent	Linda Luna
Email Address	
Website	http://www.wusd.k12.ca.us/

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

All students are expected to learn based on the California Common Core State Standards in English, Math, History and Science. Students are also expected to follow the Dragon Code of Honor, our school-wide behavior expectations. Parents and students are involved in our Parent-Teachers-Student-Association (PTSA), English Learners Advisory Committee (ELAC), and School Site Council (SSC). Our school Mission Statement is: "At Westmore Oaks K-8 School, we are a diverse and compassionate community of families, students and staff, working collaboratively and cooperatively to become critical thinkers. Our mission is to engage all students in rigorous academic instruction in preparation for their continuing education and life in the twenty-first century. We will provide a safe and supportive environment in order to encourage and motivate all students to reach their full potential. All students will take responsibility for their own learning."

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	69
Grade 2	65
Grade 3	72
Grade 4	61
Grade 5	81
Grade 6	80
Grade 7	93
Grade 8	90
Total Enrollment	682

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.7
American Indian or Alaska Native	1
Asian	10.9
Filipino	0.9
Hispanic or Latino	50.7
Native Hawaiian or Pacific Islander	0.9
White	24.6
Two or More Races	5.3
Socioeconomically Disadvantaged	85.3
English Learners	24.2
Students with Disabilities	10.6
Foster Youth	0.9
Homeless	4.3

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	31	31	30	339.3
Without Full Credential	0	0	3	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	K-5 Harcourt Brace Reflections (2006) 6-8 TCI (2018) 9-12 Pearsons (2018) 7-12 McDougal Littell California Social Studies series (various titles, 2006)	Yes	0%
Health	The health curriculum is included as part of science and is taught using teacher and district created materials.	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Site is in good condition overall
Replace the campus intercom operating system - Spring/summer 2015
Gym floor resurfaced Summer 2016
Kinder Wings new roofs summer 2017.
VCT replaced in the Cafeteria. New roofs summer 2017.
Site needs a lot of flat work and ADA upgrades.

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	Good	Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Fair	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	
Safety: Fire Safety, Hazardous Materials	Good	Furniture blocking electrical panels
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)	28	25	45	46	50	50
Mathematics (grades 3-8 and 11)	19	21	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	447	442	98.88	1.12	24.72
Male	209	205	98.09	1.91	21.08
Female	238	237	99.58	0.42	27.85
Black or African American	30	30	100.00	0.00	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	23.91
Filipino	--	--	--	--	--
Hispanic or Latino	231	229	99.13	0.87	18.34
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	105	104	99.05	0.95	36.89

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	21	20	95.24	4.76	30.00
Socioeconomically Disadvantaged	398	393	98.74	1.26	21.68
English Learners	132	129	97.73	2.27	14.73
Students with Disabilities	36	34	94.44	5.56	3.03
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	23.08

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	447	442	98.88	1.12	20.59
Male	209	206	98.56	1.44	19.42
Female	238	236	99.16	0.84	21.61
Black or African American	30	30	100.00	0.00	10.00
American Indian or Alaska Native	--	--	--	--	--
Asian	46	46	100.00	0.00	32.61
Filipino	--	--	--	--	--
Hispanic or Latino	231	229	99.13	0.87	16.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	105	103	98.10	1.90	27.18
Two or More Races	21	20	95.24	4.76	20.00
Socioeconomically Disadvantaged	398	393	98.74	1.26	18.07
English Learners	132	130	98.48	1.52	16.15
Students with Disabilities	36	33	91.67	8.33	6.06
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	27	26	96.30	3.70	11.54

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	1.4	27.8	68.1
7	15.3	23.5	1.2

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 encouraged to get involved with their child's education at Westmore Oaks. Opportunities for involvement include the following: Homelink provides online access to student attendance, assessments, assignments and grades. Parents can participate in organizations such as School Site Council, PTSA, and ELAC. Parents are always welcome to assist teachers in classrooms and on field trips, and we strongly encourage parent participation and attendance at various events and activities throughout the year, such as monthly Coffee with the Principal, Back to School Night, Open House, fall and spring parent-teacher conferences, band concerts, athletic events, and student recognition assemblies. Any parent interested in volunteering or becoming involved at Westmore Oaks is welcome to contact the Principals, Dr. Juan Salas or Mrs. Erin Cormier 916-375-7730.

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	10.0	8.8	7.4	6.2	5.5	3.8	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)

There is a Safety and Crisis Management Plan in place. It is reviewed and revised on an annual basis with staff, the Site Safety Committee, and the School Site Council. Safety drills are scheduled monthly and each classroom has a safety kit that includes a safety backpack and emergency supplies in the event of any emergency. Parent, staff and student surveys are administered annually to assess any safety concerns. The results of the surveys are noted in the Safety Plan revisions. For character education, PBIS strategies are implemented in conjunction with a monthly focus on our Dragon Code of Honor characteristics to support students in making positive choices. We also have a school wide anti-bullying program with a focused effort on teaching staff and students about conflict resolution and problem solving techniques through peer mediation, Restorative Practices, and administrative support.

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	1	3		21	1	3		20	1	3	
1	22		3		24		3		22		3	
2	23		3		23		3		20	2	1	
3	20	3	1		20	2	1		23		3	
4	31		3		25		3		29		2	
5	22	1	3		23	1	3		26		3	
6	18	15	11	3	25	4	11	1	24	3	14	
Other**									6	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*	.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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	

*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	7,539	1,499	6,040	75,646
District	N/A	N/A	6,152	\$76,458
Percent Difference - School Site and District	N/A	N/A	-1.8	-1.1
State	N/A	N/A	\$7,506.64	\$78,059.00
Percent Difference - School Site and State	N/A	N/A	-21.7	-3.1

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)

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

Before- and after-school intervention classes for Language Arts, mathematics, and English Language Development are held throughout the school year for students in grades one through eight. Computer lab and library access are available for students before school and after school to support completion of homework and projects. Westmore Oaks also has a half-time Social Worker and full-time Outreach Specialist who support students and families with behavior and trauma. These intervention classes are funded through Title I and/or Local Control Funding Formula (LCFF) funds.

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			

Westmore Oaks staff and administrators participate in ongoing professional learning opportunities throughout the year. They are held during faculty meetings, district and site professional learning times, grade-level meetings, and after-school at district offered trainings. Topics covered include: Profesional Learning Communities (PLCs), Advancement Via Individual Determination (AVID) Summer Institute and workshops, Positive Behavior Intervention Support (PBIS) program, English Language Development (ELD) Strategies and Cycles of Inquiry, Crisis Prevention Institute (CPI), ongoing Common Core ELA and Mathematics workshops supported by the International Center for Leadership in Education (ICLE), Guided Reading trainings for primary grades, and working with data through Illuminate. We also have a fulltime instructional coach on site.