Wescove 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	Wescove Elementary School
Street	1010 West Vine Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-4870
Principal	Ricardo Ortega
Email Address	rortega@wcusd.org
Website	http://wescove.wcusd.org/
County-District-School (CDS) Code	19-65094-6023543

Entity	Contact Information
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
Email Address	chinman@wcusd.org
Website	http://www.wcusd.org/

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

The mission of Wescove School is to provide a safe and supportive environment that fosters high levels of learning for our diverse learning community.

All students will participate in a comprehensive and balanced language arts program that includes reading, oral and written language to meet the state's proficiency and advanced levels of student academic achievement. This program encompasses phonological awareness, phonics instruction, guided oral reading practice and fluency, vocabulary instruction, comprehension instruction, and writing. This also includes the development of fluency and comprehension skills of informational text, as well as a focus on developing an appreciation of literature. Our math program will develop students' ability to think, communicate, draw on mathematical ideas, and use mathematical tools and techniques to solve challenging problems to meet the state's proficient and advanced levels of student academic achievement. The mathematics curriculum is designed to offer students an in-depth and comprehensive understanding of mathematical computations, concepts, and applications. Kindergarten through second grade English Learner students who are assessed on the ELPAC (English Language Proficiency Assessment for California) and score less than reasonable levels of fluency in English receive a minimum of 30 minutes of daily English Language Development (ELD) instruction at their fluency level. In addition, our ELs access the core content subjects through Specially Designed Academic Instruction in English (SDAIE) and primary language support. Standards-based ELD instruction focuses on essential English listening, speaking, reading, writing skills, and is directed to students' English proficiency levels.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. Special Education teachers work collaboratively with General Education teachers to plan instructional opportunities aligned with the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Wescove. Moreover, she monitors their academic progress and recommends intervention as needed to help address any achievement gaps.

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

Grade Level	Number of Students
Kindergarten	116
Grade 1	55
Grade 2	68
Total Enrollment	239

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	5.4
American Indian or Alaska Native	0.4
Asian	13.4
Filipino	3.3
Hispanic or Latino	73.2
Native Hawaiian or Pacific Islander	0.4
White	2.5
Two or More Races	1.3
Socioeconomically Disadvantaged	82.8
English Learners	16.7
Students with Disabilities	10.9
Foster Youth	1.3
Homeless	27.2

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	21	15	13	406
Without Full Credential	0	1	1	7
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	1

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: September 2019

WCUSD elects to report data in a tabular format which includes all the information requested in the SARC guidelines.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%
Mathematics	Great Minds, LLC, Eureka Math (2015) • Not selected from the 2014 list of standards-based materials adopted by the State Board of Education. • Materials have not been adopted by the SBE but are aligned with the state academic content standards and/or the Common Core Standards.	No	0%
Science	Macmillan/McGraw Hill, California Science (2008) • Not selected from the 2018 list of standards-based materials adopted by the State Board of Education. • New materials from the list have not been evaluated and piloted. • Instructional staff adapts materials in alignment with 2016 standards and framework.	No	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) • Not selected from the 2017 list of standards-based materials adopted by the State Board of Education.	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Wescove school has sufficient classrooms, playgrounds, and staff spaces to support teaching and learning. The district conducted a wireless upgrade and network upgrade (network cabinets, switches, and battery backups) by December 2019. Network improvements and new telephone systems are anticipated to be installed by the summer of 2020. The school takes great responsibility in making sure that the school is safe, clean, and functional. To ensure the school's cleanliness, safety, and functionality, a facilities survey instrument is used. The survey results are readily available in the school's front office.

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: June 2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
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	**Exemplary**	

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)						
Mathematics (grades 3-8 and 11)						

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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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					
Black or African American					
American Indian or Alaska Native					
Filipino					
Hispanic or Latino					
Native Hawaiian or Pacific Islander					
Two or More Races					
Socioeconomically Disadvantaged					
English Learners					
Students with Disabilities					
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			

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 take an active role in their child's education by participating in a variety of school programs which include: PTA, School Site Council, English Learner Advisory Committee, parent education workshops, classroom volunteering, and special events. In addition, parents attend workshop/trainings held on campus by the principal, TOSA, and classroom teachers. Our Special Education Parent Liaison, Maria Martinez, is a parent volunteer who supports and provides guidance to parents who have students with disabilities. Our Foster Youth liaison monitors foster students and facilitates meetings between all the stakeholders in the child's education. Our district's unique Family Resource Center provides a range of services and assistance, such as tutoring, enrichment programs, and community resources. Parents volunteer in the office as well. Our PTA provides many opportunities for families to come together and support the school's vision.

Parents who are interested in volunteering should contact the school's office manager at (626) 939-4870.

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	0.0	0.0	0.0	1.7	1.3	0.7	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)

Wescove believes that all children deserve a safe learning environment. Every year, the school reviews a safety plan in accordance with District guidelines. In addition, Wescove holds monthly emergency drills which include: 1) earthquake, 2) fire, 3) lockdown, and 4) armed intruder drills.

Wescove's Safety Plan provides appropriate programs and strategies to ensure the safety of students, parents and staff members and includes: a) Child Abuse Reporting Procedures, b) Disaster Response Procedures, c) Disaster Preparedness Drill Log, d) Discipline Policies, e) Procedures for Notifying Teachers about Dangerous Pupils, f) Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures, g) School-wide Dress Code Prohibiting Gang-Related Apparel, h) Procedures for Safe Ingress and Egress from school, i) Procedures to Ensure a Safe and Orderly Environment, j) Rules and Procedures on School Discipline, k) Crisis Intervention Handbook, and l) Suicide Risk Assessment Handbook.

The School Safety Plan was reviewed with parents, staff, and a group of students in the fall of 2019. The School Site Council approved the School Safety Plan on January 28th, 2020.

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	5		19	4	2		15	5	3	
1	24		3		24		3		27		2	
2	23		4		23		3		22		3	
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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	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	$11,585	$3,606	$7,979	$80,554
District	N/A	N/A	$6,661	$77,818.00
Percent Difference - School Site and District	N/A	N/A	18.0	0.4
State	N/A	N/A	$7,506.64	$78,059.00
Percent Difference - School Site and State	N/A	N/A	0.7	3.2

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)

Wescove receives Title I funds to improve instructional practices and increase student achievement levels. Teachers provide English language development instruction to increase our English learners' proficiency levels in English. In addition, teachers provide targeted reading intervention during the school day using supplemental materials such as Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS), 95% Group Intervention, i-Ready, and Words their Way to close the achievement gap in reading fluency and comprehension. To successfully implement these programs, we issued every K-2 student a device (i.e. iPad or Chromebook) for school and home use. We also provide an after school Math intervention class for our struggling and at-risk students to close the achievement gap in mathematics.

Students with special needs receive a full range of options to meet their educational needs in the least restrictive environment (LRE). When a child is identified as possibly needing special education services, the Student Success Team (SST) meets with the program specialist to identify the student's strengths, discuss any concerns, and review interventions already tried, design/modify an action plan and provide support. Wescove has assigned a site liaison for foster/homeless youth whose role is to provide support to the student and family. The liaison welcomes new students, monitors their progress and meets with the families and students throughout the year to provide support and assistance. At Wescove, we ensure that foster youth and homeless students have access to resources including but not limited to: counseling, school supplies and/or services from external agencies.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$49,169	$49,084
Mid-Range Teacher Salary	$79,590	$76,091
Highest Teacher Salary	$98,477	$95,728
Average Principal Salary (Elementary)	$125,157	$118,990
Average Principal Salary (Middle)	$129,176	$125,674
Average Principal Salary (High)	$151,022	$137,589
Superintendent Salary	$291,164	$230,096
Percent of Budget for Teacher Salaries	33%	35%
Percent of Budget for Administrative Salaries	6%	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	27	30	29

High-quality, ongoing professional development for the principal, teachers, and paraprofessionals is focused on standards-based programs that are aligned to scientifically research-based instructional strategies and practices. Some examples of Professional Development training include Professional Learning Communities (PLC), Capturing Kids' Hearts (CKH), SIPPS, 95% Group, i-Ready, Eureka Math, and Common Core State Standards (CCSS). Every Wednesday is a shortened day for students in order for teachers to attend regularly scheduled professional development or grade-level collaboration meetings to increase student achievement. In addition, we have two full-day staff development meetings at the beginning of the school year and one during the school year. The protected time for professional development contributes to the success of students as teachers learn new strategies to increase students' academic achievement levels.

High-quality ongoing professional development for the principal, teachers, and paraprofessionals focuses on standards-based programs and scientifically research-based instructional strategies and practices that have demonstrated effectiveness in improving the academic achievement of all students. These trainings are designed to support the implementation of an effective literacy and math program. The trainings are consistent with the Local Control Accountability Plan (LCAP) and the school's School Plan for Student Achievement (SPSA). The professional development sessions focus on Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS); Thinking Maps; Write from the Beginning and Beyond (WFTBB); Engish Language Development (ELD) with an emphasis on developing Tier II and Tier III vocabulary; Response to Invention for targeted groups (ELs, Foster Youth, Low-Income, Special Education); Capturing Kids' Hearts (CKS) which focuses on classroom management and school-wide Positive Behavior Support.

During the 2017-18 school year, teachers participated in 8 full days of professional development as well as 19 after school meetings on our early release days. In the 2018-19 school year, teachers participated in 9 full days of professional development and 21 after school meetings on our early release days. During our current school year, teachers will participate in 6 full days of professional development and 23 after school meetings on our early release days.