

2010-11
SCHOOL ACCOUNTABILITY REPORT CARD



Westmore Oaks Elementary School
Washington Unified District

Published During
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I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g. Academic Performance Index [API], Adequate Yearly Progress [AYP], test data, enrollment, 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 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.

II. About This School

School Description and Mission Statement (School Year 2010-11)

This section provides information about the school, its programs and its goals.

All students are expected to learn based on the California state standards in English, Math, History and Science. All students are expected to participate in BEST, which is a positive behavior and character education program. Parents and students are involved in our PTSA, BAC and School Site Council. Our school Mission Statement is: "Our mission is to improve academic performance of all students in order to prepare them for their future. Working hard, 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 all students can excel."

Opportunities for Parental Involvement (School Year 2010-11)

This section provides information about opportunities for parents to become involved with school activities, including contact information pertaining to organized opportunities for parental involvement.

Parents are encouraged to get involved with their child's education at Westmore Oaks. Parents can get involved in many different ways. All parents have access to Homelink where they can access their child's attendance, assessments, assignments and grades. Parents are welcome to help out in the classroom by becoming a helper to the teacher or to help on classroom field trips. Parents who want to become more involved can become members of the Westmore Oaks PTSA, ELAC and School Site Council. Our school also offers evening parent training like the Latino Family Literacy Program, Computers for Kids computer training and we also have guest speakers from time to time for evening presentations. Any parent who wants to help out can contact Diane Smith, Principal at 916-375-7730.

Student Enrollment by Grade Level (School Year 2010-11)

This table displays the number of students enrolled in each grade level at the school.

Grade Level	Number of Students
Kindergarten	80
Grade 1	98
Grade 2	101
Grade 3	80
Grade 4	118
Grade 5	98
Grade 6	99
Grade 7	99
Grade 8	77
Total Enrollment	850

Student Enrollment by Group (School Year 2010-11)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

Group	Percent of Total Enrollment	Group	Percent of Total Enrollment
Black or African American	6.7	White	40.5
American Indian or Alaska Native	2.7	Two or More Races	1.1
Asian	7.1	Socioeconomically Disadvantaged	74.1
Filipino	1.2	English Learners	21.6
Hispanic or Latino	38.9	Students with Disabilities	6.4
Native Hawaiian/Pacific Islander	1.9		

Average Class Size and Class Size Distribution (Elementary)

This table displays, by grade level, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Grade Level	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	4			19	4			20	4		
1	19	3			17	5			19.4	5		
2	19	4			20	4			17	6		
3	21	2	2		20	4			20	4		
4	29		3		20	4			29.5		3	1
5	32		1	2	28		3		32.7		2	1
6												
K-3	0											
3-4	0											
4-8	0											
Other												

Average Class Size and Class Size Distribution (Secondary)

This table displays, by subject area, the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

Subject	2008-09				2009-10				2010-11			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	26.8		9		28	1	11		21.5	9	4	2
Mathematics	27.8		6		24	4	3	2	30.5	1	2	3
Science	27.7		6		30	1	4	4	29.2	1	2	3
Social Science	27.7		6		27	1	4	4	29.3	1	3	2

III. School Climate

School Safety Plan (School Year 2010-11)

This section provides information about the school's comprehensive safety plan.

There is a Safety and Crisis Management Plan in place. It is reviewed and revised on an annual basis with staff and with the School Site Council. Evacuation and Lock Down Drills are practiced periodically at Westmore Oaks. Each classroom has a safety kit and each certificated staff member has a safety backpack with emergency supplies in the event of any emergency. Each staff member gets a revised copy of the school safety plan each year. Parent, staff and student surveys are taken annually to assess any safety concerns. The results of the surveys are noted in the Safety Plan revisions. This year we have implemented the BEST program which has a focus on student behavior and character education. We also have a school wide antibullying program in place and this year we have also had a more focused effort on teaching students about the Uniform Complaint Procedures.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

Rate	School			District		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
Suspensions	17.6	39.88	17.53	17.3	18.94	13
Expulsions	0.3	0	0	0.3	0.69	0.27

IV. School Facilities










School Facility Conditions and Planned Improvement (School Year 2011-12)

This section provides information about the condition of the school's grounds, buildings, and restrooms based on the most recent data available, and a description of any planned or recently completed facility improvements.

Westmore Oaks is in fairly good condition for a school that is over 50 years old. Three years ago the school was converted from a high school to a K-8 school. During that time a lot of renovations were completed. The old shop classrooms were all completely redesigned to become three kindergarten rooms and a physical education weight room. The old science classrooms were renovated to become primary education classrooms. The office was also remodeled and it is now a very spacious and open area for guests and office staff. The back of the school was redesigned and it now has an asphalted playground with a very modern and large play structure on it. The school is inspected periodically by the MOT department and improvements made as necessary.

School Facility Good Repair Status. (School Year 2011-12)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

Inspected On:	Repair Status				Repair Needed and Action Taken or Planned
System Inspected	Exemplary	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	—		—	—	
Interior: Interior Surfaces	—		—	—	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	—		—	—	
Electrical: Electrical	—		—	—	
Restrooms/Fountains: Restrooms, Sinks/Fountains	—		—	—	
Safety: Fire Safety, Hazardous Materials	—		—	—	
Structural: Structural Damage, Roofs	—		—	—	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	—		—	—	
Overall Rating	—		—	—	

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/>.

Teachers	School			District
	2008-09	2009-10	2010-11	2010-11
Teachers with Full Credential	32	43	43	369
Teachers without Full Credential	1	0	0	1
Teachers Teaching Outside Subject Area of Competence	0	0	0	N/A

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Indicator	2009-10	2010-11	2011-12
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2010-11)

This table displays the percent of classes in core academic subjects taught by Highly Qualified Teachers as defined in the Elementary and Secondary Education Act (ESEA), in a school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under the ESEA can be found on the CDE Improving Teacher and Principal Quality Web page at <http://www.cde.ca.gov/nclb/sr/tq/>.

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	100	0
High-Poverty Schools in District	100	0
Low-Poverty Schools in District	100	0

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2010-11)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0.5	N/A
Psychologist	0.5	N/A
Social Worker	0	N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.2	N/A
Resource Specialist (non - teaching)	1	N/A
Other	0	N/A

VII. Curriculum and Instructional Materials

Description of school's program towards meeting William's Settlement Requirements

Every student has a textbook for every subject. Every student has all of the workbooks used for each subject.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2011-12)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school; whether the textbooks and instructional materials are from the most recent adoption (yes/no); and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Core Curriculum Area	Quality, Currency, and Availability of Textbooks and Instructional Materials	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Most Recent SBE or Local Governing Agency Approved Textbooks and Instructional Materials
Reading/Language Arts	Good	0	Every student in K-5 grades uses Open Court. 6th, 7th and 8th grade uses Holt.
Mathematics	Good	0	The core program uses the 2009 edition of California Math published by Houghton Mifflin.
Science	Good	0	K-5 uses 2007 edition of Scott Foresman "Science" Grades 6-8 uses the Holt science program.
History-Social Science	Good	0	K-6 uses Harcourt Brace "Reflections". Grade 7 uses 2006 McDougal Littell "World History" and grade 8 uses 2006 McDougal Littell "American History".
Foreign Language		0	N/A
Health		0	The health curriculum is included as part of science and is taught using teacher and district created materials.
Science Laboratory Equipment (grades 9-12)		0	
Visual and Performing Arts		0	

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2009-10)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/> and teacher salaries can be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental / Restricted)	Expenditures Per Pupil (Basic/ Unrestricted)	Average Teacher Salary
School Site	\$5,720.00	\$3,972.00	\$1,748.00	
District	N/A	N/A	\$4,767.00	\$55,754.00
Percent Difference - School Site and District	N/A	N/A	-0.63	
State	N/A	N/A	\$5,455.00	\$66,511.00
Percent Difference - School Site and State	N/A	N/A	-0.68	

Types of Services Funded (Fiscal Year 2010-11)

This section provides information about the programs and supplemental services (e.g., information about supplemental educational services related to the school's federal Program Improvement status) that are provided at the school through either categorical funds or other sources.

After school intervention classes for language arts and math are held throughout the school year for students in grades first to eighth. These intervention classes are funded by categorical programs.

Teacher and Administrative Salaries (Fiscal Year 2009-10)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$35,000	\$41,284
Mid-Range Teacher Salary	\$57,275	\$65,173
Highest Teacher Salary	\$77,146	\$83,460
Average Principal Salary (Elementary)	\$90,736	\$102,834
Average Principal Salary (Middle)	\$95,586	\$108,953
Average Principal Salary (High)	\$105,131	\$118,384
Superintendent Salary	\$157,595	\$179,397
Percent of Budget for Teacher Salaries	40	40
Percent of Budget for Administrative Salaries	6	6

IX. Student Performance

Standardized Testing and Reporting Program

Westmore Oaks Elementary 2010-11 School Accountability Report Card

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The assessments under the STAR program show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and nine through eleven. The CAPA includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA is an alternate assessment that is based on modified achievement standards in ELA for grades three through nine, mathematics for grades three through seven and Algebra I and science in grades five, eight, and ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. On each of these assessments, student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE Standardized Testing and Reporting (STAR) Results Web site at <http://star.cde.ca.gov>. Program information regarding the STAR Program can be found in the Explaining 2009 STAR Program Summary Results to the Public guide at <http://www.cde.ca.gov/ta/tg/sr/documents/pkt5intrpts09.pdf>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11	2008-09	2009-10	2010-11
English-Language Arts	51	55	55	42	45	48	49	52	54
Mathematics	52	53	55	37	39	43	46	48	50
Science	48	63	69	39	49	53	50	54	57
History-Social Science	35	52	56	32	36	46	41	44	48

Standardized Testing and Reporting Results by Student Group - Most Recent Year

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
All Students in the LEA	48	43	53	46
All Students at the School	55	55	69	56
Male	52	54	67	60
Female	58	56	72	54
Black or African American	40	43	0	0
American Indian or Alaska Native	32	27	0	0
Asian	63	67	85	0
Filipino	0	0	0	0
Hispanic or Latino	47	45	64	37
Native Hawaiian or Pacific Islander	0	0	0	0
White	63	65	74	69
Two or More Races	36	27	0	0
Socioeconomically Disadvantaged	47	48	60	46
English Learners	24	43	27	0
Students with Disabilities	22	30	18	0
Students Receiving Migrant Education Services				

California Physical Fitness Test Results (School Year 2010-11)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting the fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE Physical Fitness Testing Web page at <http://www.cde.ca.gov/ta/tg/pf/>. Note: Scores are not shown 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. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	21.5	18.3	10.8
7	20.2	21.3	33
9	0	0	0

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Academic Performance Index (API) Web page at <http://www.cde.ca.gov/ta/ac/ap/>.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

API Rank	2008	2009	2010
Statewide	6	5	5
Similar Schools	4	5	6

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years. Note: N/A means that the student group is not numerically significant or data were not available.

Group	Actual API Change		
	2008-09	2009-10	2010-11
All Students at the School	2	7	19
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	7	5	16
Native Hawaiian or Pacific Islander			
White	-1	10	32
Two or More Races			
Socioeconomically Disadvantaged	5	15	12
English Learners		-3	9
Students with Disabilities			

Academic Performance Index Growth by Student Group - 2011 Growth API Comparison

This table displays, by student group, the 2010 Growth API at the school, LEA, and state level.

Group	2011 Growth API		
	School	LEA	State
All Students at the School	809	768	778
Black or African American	740	731	696
American Indian or Alaska Native	663	722	733
Asian	881	835	898
Filipino		884	859
Hispanic or Latino	769	721	729
Native Hawaiian or Pacific Islander		797	764
White	848	803	845
Two or More Races		747	836
Socioeconomically Disadvantaged	771	737	726
English Learners	781	721	707
Students with Disabilities	594	529	595

Adequate Yearly Progress

The federal Elementary and Secondary Education Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Adequate Yearly Progress Overall and by Criteria (School Year 2010-11)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the six AYP criteria described above.

AYP Criteria	School	District
Overall	No	No
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes
Percent Proficient - English-Language Arts	No	No
Percent Proficient - Mathematics	No	No
API	Yes	Yes
Graduation Rate	N/A	Yes

Federal Intervention Program (School Year 2011-12)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Adequate Yearly Progress (AYP) Web page at <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2010-2011	2007-2008
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	9
Percent of Schools Currently in Program Improvement	N/A	64.3

XII. Instructional Planning and Scheduling

Professional Development

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

There are fourteen minimum days each school year which are set aside for professional development of staff.