

Elmer Wood 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	Elmer Wood Elementary School
Street	1271 W. Bellevue Road
City, State, Zip	Atwater, CA 95301
Phone Number	(209) 357-6143
Principal	Kelli Parreira
Email Address	kparreira@aesd.edu
Website	https://www.elmerwood.school
County-District-School (CDS) Code	24-65631-6025332

Entity	Contact Information
District Name	Atwater Elementary School District
Phone Number	(209) 357-6100
Superintendent	Sandra Schiber
Email Address	sschiber@aesd.edu
Website	www.aesd.edu

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

The mission statement for Elmer Wood School is "Every Child is a Masterpiece in the Making" and is the foundation upon which our school vision has been established. The ultimate purpose of education is to help each student develop academic skills and accept the responsibilities and obligations of good citizenship which lead to successful participation in tomorrow's world. Our programs meet the diverse needs of all students, generate a sense of belonging, and nurture our youngsters as they each find their path through childhood. This mission statement not only aligns with the era of the Common Core State Standards by highlighting both the necessary academic and social-behavioral skills needed for students to be college and career ready, but also incorporates the sense of kinship at Elmer Wood that extends to all students, teachers, classified staff, parents, administration, and community.

The campus serves students in transitional kindergarten to grade six with a total enrollment of 567 students. Our student population mirrors our surrounding community and consists of a majority of students of Hispanic descent (69.84%) with other races represented in smaller percentages. Our students have persevered to succeed despite facing many challenges such as: coming from homes impacted by poverty (75.62% low socio-economic status), being charged with not only mastering the English Language, but also mastering the California State Standards concurrently (22% English Language Learners), and/or achieving mastery while at the same time overcoming or coping with a disability (13.93% students with disabilities, although nearly 2% of that total is students being served strictly for speech articulation concerns and do not necessarily have any academic or social-behavioral impact).

The tone of the student body is one of caring and respect. A positive school climate is fostered through the use of Positive Behavior Interventions and Supports (PBIS), and is guided by the belief that "Elmer Wood Woodchucks are a family of lifelong learners who are respectful, responsible, and ready to learn. Every classroom, every child, every day!" Woodchucks are expected to be: Respectful of self, others and surroundings, Responsible and prepared to learn and Ready to follow directions and procedures. Daily, weekly, monthly, trimesterly and yearly reinforcements are consistently utilized in order to reinforce student behaviors that are explicitly taught through our school wide behavioral matrix. All students have an opportunity to receive recognition throughout the school year in a variety of ways.

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

Grade Level	Number of Students
Kindergarten	101
Grade 1	77
Grade 2	80
Grade 3	67
Grade 4	79
Grade 5	91
Grade 6	65
Total Enrollment	560

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.4
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.2
Hispanic or Latino	67.1
White	27.1
Two or More Races	2.7
Socioeconomically Disadvantaged	73
English Learners	21.1
Students with Disabilities	13.4
Homeless	1.4

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	26	19	18.5	207.95
Without Full Credential	0	5	6	24.5
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	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: December 2019

Textbooks and instructional materials used in the district in the core subject areas of English-Language Arts, Mathematics, Science, and History-Social Science

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	K-5 Wonders/Houghton Mifflin Harcourt 2016 6-8 Study Sync/McGraw Hill 2016 4-8 Read 180 HMH Intervention Solutions 2012	Yes	0
Mathematics	K-5 EnvisionMATH/Pearson 2015 6-8 California Math, Courses 1, 2, and 3/McGraw Hill 2015	Yes	0
Science	K-6 Pearson/Scott Foresman California Science 2008	Yes	0
History-Social Science	K-5 McMillan/McGraw Hill California Vistas 2007 6 Holt California Social Studies 2007	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Elmer Wood School provides a safe, clean environment for learning. Our custodial staff includes two full-time custodians and one part-time custodian. The grounds are well maintained by both school custodians and district gardening staff. The school plan includes nineteen original rooms, five portables, a school office, a cafeteria/multipurpose room, and a library with attached offices. A new wing was added during the 2012/2013 school year. This wing includes a staff lounge and 2 classrooms. New carpets have been installed in rooms 10, 11, 14, 15, 18, 19, 20, 21, 23, and in the school office. HVAC units are routinely monitored and repaired if needed and units in rooms 21, 22, 23 and 24 have been replaced. The facilities at Elmer Wood are adequately able to meet the instructional needs of our students.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: 10/29/2019

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	Ceiling tiles replaced.
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)	59	58	47	48	50	50
Mathematics (grades 3-8 and 11)	41	50	35	35	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	296	295	99.66	0.34	57.63
Male	168	167	99.40	0.60	50.30
Female	128	128	100.00	0.00	67.19
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	198	197	99.49	0.51	53.30
Native Hawaiian or Pacific Islander					
White	81	81	100.00	0.00	66.67

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	11	11	100.00	0.00	54.55
Socioeconomically Disadvantaged	217	216	99.54	0.46	52.31
English Learners	110	109	99.09	0.91	51.38
Students with Disabilities	47	47	100.00	0.00	34.04
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	296	295	99.66	0.34	50.17
Male	168	167	99.40	0.60	47.90
Female	128	128	100.00	0.00	53.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	198	197	99.49	0.51	46.70
Native Hawaiian or Pacific Islander					
White	81	81	100.00	0.00	58.02
Two or More Races	11	11	100.00	0.00	45.45
Socioeconomically Disadvantaged	217	216	99.54	0.46	45.37
English Learners	110	109	99.09	0.91	44.04
Students with Disabilities	47	47	100.00	0.00	34.04
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	22.7	34.1	33.0

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)

Parent and community involvement is an essential component to student success at Elmer Wood School. Various school related parent and community involvement events are conducted throughout the year to include an annual family reading night related to the school book fair, a family movie night, spelling bee, talent show, student test chats and other parent informational meetings such as "Donuts for Dad" and "Muffins for Mom" as a means to build a bridge between school and home. Parent-Teacher conferences are held in the fall and spring, however parents and/or teachers may request a conference at any time. Back to School night is held early in the school year to inform parents of the classroom and school routines and expectations, as well as ways to become more involved in their student's education. Open House is held every May to showcase school programs and student progress. Phone calls and emails are responded to within 24 hours.

The Atwater Elementary School District funds one four hour school community liaison (Community Outreach Coordinator) to assist with parent and community outreach, as well as to monitor and support various student groups. Elmer Wood funds an additional two hours for this liaison to help support foster students and student groups that may be at-risk to include students with inconsistent attendance, as well as the English Learner population and their parents. The district has also provided each school with an additional one hour for an instructional assistant to make connections with foster students on campus.

Finally, our school plan is created by our School Site Council, which is composed of 50% staff and 50% parent members. Meeting times are posted in the school building and our entire community is encouraged to attend. Our English Language Advisory Committee also works closely with our School Site Council and provides input into our school plan with a special focus on our English Learner population. Parent volunteers are welcomed to assist in classrooms and at various special events throughout the school year. Our school has an active parent club, which organizes fundraisers, the school book fair, and assists in school-wide events. Parents contact either their child's teacher, or the school office staff, when inquiring about parental involvement.

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	1.3	0.9	0.3	5.3	3.8	3.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Elmer Wood’s comprehensive Safety Plan includes an Emergency Preparedness Committee that reacts quickly to any and all emergencies. Every staff member has a specific responsibility, including administering first aid, checking to ensure that the campus is clear, and coordinating cross-age “buddies” for additional support of our youngest students. A red folder is placed within the emergency backpack in each classroom that includes emergency procedures for fire, intruder, earthquake, and evacuation. Guest teachers are provided with the folder and informed of their emergency duties in substitute plans. Fire drills are practiced monthly and earthquake, intruder and whole school evacuation drills are executed at least one time per year. Technology is used to support students in being prepared for each of the various drills and emergency scenarios, as well as to check for understanding of what to do in the case of such events. The school grounds are fully fenced with locked gates so the only entry is through the office. All visitors are screened, checked in and out, and must wear a visitor’s pass at all times. Telephones with outside lines are in every classroom and classroom doors have peepholes and may be locked from the inside. The Elmer Wood School Safety Plan was reviewed by the AESD School Board on October 8, 2019 and approved on November 12, 2019.

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	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22	1	4		22	1	4		22	2	3	
1	23		3		25		3		25		3	
2	25		3		22		3		26		3	
3	26		3		25		3		22		3	
4	30		2		28		3		25		3	
5	30		2		33			2	30		3	
6	28		3		33		1	1	32		2	
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)	1

Title	Number of FTE* Assigned to School
Psychologist	.5
Social Worker	
Speech/Language/Hearing Specialist	1
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	\$3,935.00	\$199.00	\$3,737.00	\$72,808.71
District	N/A	N/A	\$3494.89	\$78,946.00
Percent Difference - School Site and District	N/A	N/A	6.9	5.5
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	-20.3	8.2

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)

Atwater Elementary School District receives a variety of State and Federal funds that are designed to further support the needs of our students. Funds are allocated on a yearly basis based on student population and needs at each individual site. Listed below are the types of funds AESD receives.

Federal Programs:

Title I, Part A

Title III, LEP

State Programs:

After School Education and Safety (ASES)

General and Categorical funding are strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement.

Expenses include, but are not limited to, staff professional development, supplemental instructional materials, technology, and extended day learning opportunities for students.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,653	\$49,378
Mid-Range Teacher Salary	\$78,195	\$77,190
Highest Teacher Salary	\$98,975	\$96,607
Average Principal Salary (Elementary)	\$119,785	\$122,074
Average Principal Salary (Middle)	\$121,408	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$182,638	\$189,346
Percent of Budget for Teacher Salaries	34%	36%
Percent of Budget for Administrative Salaries	4%	6%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	4	4

Teachers participate in grade level collaboration trainings each year. They are also released by substitute teachers to receive additional training during the school year. After school and summer optional trainings are also offered. During the last three school years, teachers have been provided on-going professional development in the areas of: objectives, Depth of Knowledge, class engagement, CAASPP and ELPAC assessments, English Language Development, reading trainings, Illuminate platform for district assessments, and special education. Professional development sessions for teachers this year focus on English Language Learners and Math Number Talks.

The district has three instructional coaches to help all teachers with ELA and Math assessments. School sites participate in site specific professional development, based on their data, during weekly Professional Learning Communities (PLC) meetings. All schools participate in grade level academic conferencing pull out days for teachers to discuss student progress, data, and future instruction, based upon the data gathered. In addition, new teachers to the district receive another layer of support with the Induction Program. This includes two days of trainings, after-school trainings, visiting other classrooms in the district with their induction mentor.