

White Oaks Elementary School

1901 White Oak Way • San Carlos, CA 94070 • 650-508-7317 • Grades K-3

Leah Scholer, Principal

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<https://whiteoaks.scsdk8.org/>



2017-18 School Accountability Report Card Published During the 2018-19 School Year

Vision Statement

We are committed to the Vision of the San Carlos School District:

The San Carlos School District shall provide an innovative and engaging learning experience that fosters the development of the Whole Child to ensure all students are well prepared for success in the 21st Century, as evidenced by:

1. Reaching their highest academic, social, emotional, intellectual, and physical potential; and
2. Becoming problem solvers, critical thinkers, risk-takers, designers, collaborators, and innovators; and
3. Developing into contributing, empathic citizens and leaders who are responsible stewards of their world and care about equity and justice, both locally and worldwide

Principal's Message

White Oaks is a neighborhood school committed to the development of the whole child. Staff members collaborate to support and challenge students to grow academically, socially, and emotionally in these foundational elementary school years. We are implementing the Common Core State Standards, the SCSD 5Cs/Habits of Mind, as well as the San Carlos School District Strategic Plan. These efforts include a focus on project-based learning, social-emotional learning, and the 5Cs: Critical Thinking, Creativity, Collaboration, Communication and Citizenship. We are committed to ensuring mastery of skills and content, while inspiring curiosity and a zest for learning! Our school benefits from an outstanding teaching staff as well as the support and leadership of a forward-thinking school board and district office staff. We also benefit from critical community support through the efforts and commitment of the White Oaks Parent Teacher Association (PTA) and the San Carlos Education Foundation (SCEF).

Allison Liner, Principal



**SAN CARLOS
SCHOOL DISTRICT**

San Carlos Elementary School District

1200 Industrial Road #9
San Carlos, CA 94070
(650) 508-7333
www.scsdk8.org

District Governing Board

Eirene Chen
Carol Elliott
Kathleen Farley
Neil Layton
Michelle Nayfack

District Administration

Dr. Michelle Harmeier
Superintendent
Hans Barber
**Assistant Superintendent of
Educational Services and Human
Resources**
Mila Milligan
Chief Business Official

About the SARC

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.

| 2017-18 Student Enrollment by Grade Level | |
|---|--------------------|
| Grade Level | Number of Students |
| Kindergarten | 96 |
| Grade 1 | 67 |
| Grade 2 | 72 |
| Grade 3 | 60 |
| Total Enrollment | 295 |

| 2017-18 Student Enrollment by Group | |
|-------------------------------------|-----------------------------|
| Group | Percent of Total Enrollment |
| Black or African American | 0.0 |
| American Indian or Alaska Native | 0.0 |
| Asian | 13.2 |
| Filipino | 0.0 |
| Hispanic or Latino | 7.8 |
| Native Hawaiian or Pacific Islander | 0.0 |
| White | 63.4 |
| Socioeconomically Disadvantaged | 3.4 |
| English Learners | 4.4 |
| Students with Disabilities | 2.7 |
| Foster Youth | 0.0 |

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 | | | |
|---|-------|-------|-------|
| White Oaks Elementary School | 16-17 | 17-18 | 18-19 |
| With Full Credential | 16 | 15 | 13 |
| Without Full Credential | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | 0 | 0 | 0 |
| San Carlos Elementary School District | 16-17 | 17-18 | 18-19 |
| With Full Credential | ♦ | ♦ | 139 |
| Without Full Credential | ♦ | ♦ | 2 |
| Teaching Outside Subject Area of Competence | ♦ | ♦ | 0 |

| Teacher Misassignments and Vacant Teacher Positions at this School | | | |
|--|-------|-------|-------|
| White Oaks Elementary School | 16-17 | 17-18 | 18-19 |
| 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 2018-19)

The school district held a public hearing on September 14, 2017, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual instructional materials in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education and in alignment with the development of State Standards and Frameworks, making the textbooks and materials used in the school the most currently available. As part of the adoption process, materials are piloted and selected by a selection committee composed of teachers and administrators. When materials are being recommended for adoption, they are made available for parent examination at the district office prior to adoption and/or parents are invited to provide input via other means. Recommendations from the committee are then brought to the Board for adoption.

| Textbooks and Instructional Materials | |
|--|--|
| Year and month in which data were collected: September 14, 2017 | |
| Core Curriculum Area | Textbooks and Instructional Materials/Year of Adoption |
| Reading/Language Arts | Lucy Calkins Writing Units of Study Adopted in 2013 Lucy Calkins Reading Units of Study Adopted 2015 Words Their Way Adopted in 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Mathematics | Houghton Mifflin Harcourt: Math in Focus Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| Science | Delta Education: FOSS Adopted in 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |
| History-Social Science | Harcourt Adopted in 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0 |

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

School Facility Conditions and Planned Improvements (Most Recent Year)

White Oaks Elementary School was built in 1945 with four classrooms on Cedar Street and White Oak Way for grades kindergarten through fourth grade. In 1947, five more classrooms, a library and administration offices were added. In 1953, the property across the street from the original building was purchased and the annex was built with eight classrooms. For more than sixty years, White Oaks School has been the site for educating young children. White Oaks Elementary is now comprised of 16 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a maker space, a computer lab, and one playground. Remodeling included upgrading of facilities.

Cleaning Process

The principal works daily with the custodial staff to ensure that the school is maintained to provide for a clean and safe environment. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards are available at the district office for review. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/19/16

| System Inspected | Repair Status | 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 | 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

| 2017-18 CAASPP Results for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| ELA | 81.0 | 80.0 | 77.0 | 80.0 | 48.0 | 50.0 |
| Math | 84.0 | 92.0 | 72.0 | 76.0 | 37.0 | 38.0 |

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.

| School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 60 | 60 | 100.00 | 80.00 |
| Male | 32 | 32 | 100.00 | 71.88 |
| Female | 28 | 28 | 100.00 | 89.29 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 38 | 38 | 100.00 | 78.95 |
| Two or More Races | 12 | 12 | 100.00 | 91.67 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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.

| CAASPP Test Results in Science for All Students | | | | | | |
|---|--|-------|----------|-------|-------|-------|
| Subject | Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards) | | | | | |
| | School | | District | | State | |
| | 16-17 | 17-18 | 16-17 | 17-18 | 16-17 | 17-18 |
| Science | N/A | N/A | N/A | N/A | N/A | N/A |

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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.

| School Year 2017-18 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven | | | | |
|---|------------------|---------------|----------------|-------------------------|
| Student Group | Total Enrollment | Number Tested | Percent Tested | Percent Met or Exceeded |
| All Students | 60 | 60 | 100 | 91.67 |
| Male | 32 | 32 | 100 | 93.75 |
| Female | 28 | 28 | 100 | 89.29 |
| Asian | -- | -- | -- | -- |
| Hispanic or Latino | -- | -- | -- | -- |
| White | 38 | 38 | 100 | 89.47 |
| Two or More Races | 12 | 12 | 100 | 91.67 |
| Socioeconomically Disadvantaged | -- | -- | -- | -- |
| English Learners | -- | -- | -- | -- |
| Students with Disabilities | -- | -- | -- | -- |

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.

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 2018-19)

At White Oaks, we partner with parents in a number of ways, and parent participation is exceptional. In the classrooms, parents support teachers by working on special projects, assisting in activities, driving on field trips, preparing materials, and working with students in small groups. Outside the classroom, the PTA is very active supporting our learning community through their collaborative efforts in areas such as family events, parent education nights, the facilitation of our school wide Art-in-Action program, editing our weekly online newsletter and hosting our Cultural Arts Day! Parents also participate in the School Site Council (SSC) which meets monthly with teachers and the principal to identify and monitor school goals. Parents also provide critical support for essential programs by participating in the San Carlos Education Foundation (SCEF).

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.

School Safety Plan

Safety of students and staff is a primary concern of White Oaks Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in September. All revisions were communicated to the both the classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted on a regular basis throughout the school year. Lockdown drills are held periodically. Students are supervised by staff before school, during lunch and after school. There are designated areas for student drop off and pick up around the campus. During the 2017-2018 school year, a safety review committee of staff, parents and community members met to review the School Site Safety Plan.

Suspensions and Expulsions

| School | 2015-16 | 2016-17 | 2017-18 |
|------------------|---------|---------|---------|
| Suspensions Rate | 0.5 | 1.0 | 0.0 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| District | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 0.8 | 1.6 | 1.2 |
| Expulsions Rate | 0.0 | 0.0 | 0.0 |
| State | 2015-16 | 2016-17 | 2017-18 |
| Suspensions Rate | 3.7 | 3.7 | 3.5 |
| Expulsions Rate | 0.1 | 0.1 | 0.1 |

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.

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

| Academic Counselor | 0 |
|---|-----|
| Counselor (Social/Behavioral or Career Development) | .6 |
| Library Media Teacher (Librarian) | 0 |
| Library Media Services Staff (Paraprofessional) | .6 |
| Psychologist | .2 |
| Social Worker | 0 |
| Nurse | 0 |
| Speech/Language/Hearing Specialist | .3 |
| Resource Specialist (non-teaching) | .5 |
| Other | n/a |
| Average Number of Students per Staff Member | |
| Academic Counselor | |

* 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.

Average Class Size and Class Size Distribution (Elementary)

| Grade | Average Class Size | | | Number of Classrooms* | | | | | | | | |
|-------|--------------------|---------|---------|-----------------------|---------|---------|---------|---------|---------|---------|---------|---------|
| | | | | 1-20 | | | 21-32 | | | 33+ | | |
| | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 | 2015-16 | 2016-17 | 2017-18 |
| K | 28 | 28 | 24 | | 1 | 1 | 3 | 2 | 3 | 1 | 1 | |
| 1 | 22 | 23 | 22 | | | | 2 | 2 | 3 | | | |
| 2 | 25 | 21 | 24 | | | | 3 | 3 | 3 | | | |
| 3 | 23 | 24 | 16 | | | 4 | 3 | 3 | | | | |
| 4 | 29 | | | | | | 3 | | | | | |

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

Professional Development provided for Teachers

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district offers two staff development days annually where staff members are offered professional growth opportunities in curriculum, teaching strategies, and methodologies. Staff members are allowed to select strands of professional development to engage in during the school year offered by the school district as well as individual staff development at the school site. Common Core Standards and Next Generation Science Standards are being integrated into the curriculum. Recent professional development sessions have included support in Reading Workshop, Writing Workshop, and mathematics as part of our program implementation. This year, we added coaching and collaboration sessions for teachers during the school day. In addition to opportunities through the district, site "Flex Funds" as well as other targeted budgets are used to provide professional development to teachers to attend workshops, observe in other classrooms and to collaborate with colleagues. Areas of focus are determined by our Strategic Plan and LCAP, as well as input from staff on annual professional development surveys.

| FY 2016-17 Teacher and Administrative Salaries | | |
|--|-----------------|--|
| Category | District Amount | State Average for Districts In Same Category |
| Beginning Teacher Salary | \$51,127 | \$44,375 |
| Mid-Range Teacher Salary | \$75,564 | \$65,926 |
| Highest Teacher Salary | \$97,083 | \$82,489 |
| Average Principal Salary (ES) | \$124,559 | \$106,997 |
| Average Principal Salary (MS) | \$125,333 | \$109,478 |
| Average Principal Salary (HS) | \$0 | |
| Superintendent Salary | \$192,367 | \$121,894 |
| Percent of District Budget | | |
| Teacher Salaries | 38.0 | 32.0 |
| Administrative Salaries | 7.0 | 7.0 |

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Our school supports the varying educational needs of students through a variety of means. Student needs are often identified through teacher referrals and the Student Study Team (SST) process on campus. Based upon identified needs, varying levels of differentiation and personalization, accommodations, supports, models and programming are implemented including Response to Instruction and Intervention supports, English Language learner supports and services, as well as accommodations and services through Section 504 plans and special education. Services range from collaboration and consultation with specialists, to direct intervention services.

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.

| FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries | | | | |
|--|------------------------|------------|--------------|------------------------|
| Level | Expenditures Per Pupil | | | Average Teacher Salary |
| | Total | Restricted | Unrestricted | |
| School Site | \$11,707 | \$3,212 | \$8,495 | \$90,280 |
| District | ◆ | ◆ | \$8,821 | \$80,884 |
| State | ◆ | ◆ | \$7,125 | \$63,218 |
| Percent Difference: School Site/District | | | -3.8 | 11.0 |
| Percent Difference: School Site/ State | | | 17.5 | 35.3 |

* Cells with ◆ 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.