

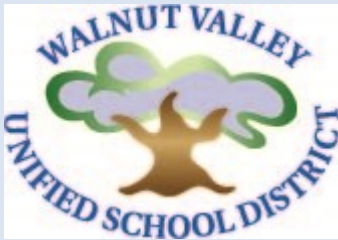


Leonard G. Westhoff Elementary School

20151 Amar Road • Walnut CA, 91789 • (909) 594-6483 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Walnut Valley Unified School District

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District Governing Board

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Deputy Superintendent, Human Resources
Kenneth Goodson
Assistant Superintendent, Business Services
Mr. Jeff Jordan
Assistant Superintendent, Educational Services

Principal's Message

It is my pleasure to introduce you to the annual School Accountability Report Card for Westhoff Elementary School. Whether you are a student, parent, staff, or community member, the data contained within these pages will provide useful information to you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

Westhoff is proud to offer a warm, educational environment where students are actively involved in learning academics as well as positive values. All students receive standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, global citizens.

This document is provided in accordance with Proposition 98, which requires every school in California to issue an annual School Accountability Report Card. We view this as an opportunity to keep our community, and the public well informed about our outstanding program. It is our goal to keep the lines of communication open and welcome any suggestions, comments, or questions you may have.

Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by equipping them with 21st Century learning skills through quality programs that include an emphasis on STEAM Academics, Arts, Athletics, and Activities.

School Profile

Westhoff Elementary School is located in the northwestern region of Walnut and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2017 - 2018, 604 students were enrolled, including 5% in special education, 17% qualifying for English Language Learner support, and 13% qualifying for free or reduced price lunch.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	67
Grade 1	93
Grade 2	104
Grade 3	104
Grade 4	123
Grade 5	105
Total Enrollment	596

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0
Asian	66.4
Filipino	4.4
Hispanic or Latino	19
Native Hawaiian or Pacific Islander	1.5
White	4.7
Two or More Races	3.4
Socioeconomically Disadvantaged	9.4
English Learners	15.1
Students with Disabilities	4.7
Foster Youth	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			
Leonard G. Westhoff Elementary School' Vision	15-16	16-17	17-18
With Full Credential	24	24	25
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Walnut Valley Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	633
Without Full Credential	◆	◆	2
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Leonard G. Westhoff Elementary	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

On September 20, 2017, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #16-03 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Textbooks and Instructional Materials Year and month in which data were collected: September 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Benchmark Advance 2017 Benchmark Education Company The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Math Expressions 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace, Social Science - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district's maintenance department inspects Westhoff Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Westhoff Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Monday, July 24, 2017. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2017-18, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: July 24, 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	79	80	74	75	48	48
Math	80	83	72	73	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	115	115	100.0	86.1
Male	62	62	100.0	82.3
Female	53	53	100.0	90.6
Asian	83	83	100.0	88.0
Hispanic or Latino	18	18	100.0	83.3

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

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	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	81	86	84	84	60	56

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	20	17.1	41

* 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.

**School Year 2016-17 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	333	329	98.8	79.64
Male	177	175	98.87	76
Female	156	154	98.72	83.77
Black or African American	--	--	--	--
Asian	220	216	98.18	84.72
Filipino	--	--	--	--
Hispanic or Latino	75	75	100	61.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100	70.27
English Learners	108	104	96.3	77.88
Students with Disabilities	18	18	100	61.11

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.

**School Year 2016-17 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	333	333	100	82.58
Male	177	177	100	88.14
Female	156	156	100	76.28
Black or African American	--	--	--	--
Asian	220	220	100	90.91
Filipino	--	--	--	--
Hispanic or Latino	75	75	100	61.33
Native Hawaiian or Pacific Islander	--	--	--	--
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	37	37	100	72.97
English Learners	108	108	100	88.89
Students with Disabilities	18	18	100	72.22

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents are encouraged to get involved in their child's learning either by volunteering in the classroom, participating in a decision-making group, attending monthly Community Club meetings or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), volunteering in the classrooms and school wide events, the school marquee, school newsletters, parent education meetings at the site, monthly Home School Connection newsletters, the school website, Remind App, teacher newsletters, district website, community club meetings, and School Site Council. Contact the front office at (909) 594-6483 for more information on how to become involved in your child's learning environment.

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

The Comprehensive School Site Safety Plan was developed for Westhoff Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in September and October 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
District	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			
State	2014-15	2015-16	2016-17
Suspensions Rate			
Expulsions Rate			

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0.7
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.50
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0
Other	1.4
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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	24	23				3	3	3			
1	24	26	25				4	4	4			
2	27	26	25				4	4	4			
3	25	26	28				4	4	4			
4	35	35	35							3	4	3
5	29	35	29				4		4		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

All training and curriculum development activities at Westhoff Elementary School revolve around the California State Content Standards and Frameworks. Recently Westhoff Elementary School held staff development and attended district provided professional development including:

- * ELA Benchmark Adoption
- * Units of Study Writing Program by Lucy Calkins
- * Project Lead the Way
- * Next Generation Science Standards
- * GLAD strategies
- * Imagine Learning for EL student support
- * ELL strategies to support EL students
- * Illuminate
- * Data Days
- * District Leadership Groups
- * CAASPP workshops
- * Smarter Balanced Assessments
- * Daily Five
- * Differentiation for Special Needs Students
- * Social Emotional Health seminars
- * Math Curriculum Training
- * Close Read
- * Technology Training through professional conferences including CUE and Tech Coach workshops
- * Grade Level Articulation
- * ADL trainings
- * CPI (Crisis Prevention Intervention)
- * TEAL
- * Thinking Maps
- * PBIS and beyond
- * School Safety Presentation

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,760	\$48,522
Mid-Range Teacher Salary	\$73,930	\$75,065
Highest Teacher Salary	\$103,090	\$94,688
Average Principal Salary (ES)	\$121,740	\$119,876
Average Principal Salary (MS)	\$130,512	\$126,749
Average Principal Salary (HS)	\$139,954	\$135,830
Superintendent Salary	\$276,250	\$232,390
Percent of District Budget		
Teacher Salaries	40%	37%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,942	\$442	\$4,500	\$72,367
District	◆	◆	\$7,500	\$81,678
State	◆	◆	\$6,574	\$77,824
Percent Difference: School Site/District			-40.0	-6.2
Percent Difference: School Site/ State			-18.7	5.1

* Cells with ◆ do not require data.

Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery

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 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.