



# White Oaks Elementary School

1901 White Oak Way • San Carlos, CA 94070 • 650-508-7317 • Grades K-4

Allison Liner, Principal

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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year

### San Carlos Elementary School District

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

### District Governing Board

Carol Elliott  
Kathleen Farley  
Seth Rosenblatt  
Nicole Bergeron  
Adam Rak

### District Administration

Dr. Craig Baker  
Superintendent

### Vision Statement

White Oaks School is a safe, joyful learning environment that consists of involved, caring parents, teachers, staff and community members who share a vision for engaging, educating and nurturing the whole child. Our community strives to develop strong character traits in our students by encouraging their ability to work cooperatively with others, accept and value cultural differences, and make personal connections to real world experiences. Our community works to encourage students to be self-advocates and proactive members of their family, community and world by demonstrating compassion, cooperation, and acceptance as well as valuing cultural differences. Students will leave White Oaks as independent, successful, life-long learners, who work to their personal best, show perseverance when faced with challenges, and positively contribute to our ever-changing global community.

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. Currently, we are implementing the Common Core State Standards as well as the San Carlos School District Strategic Plan. These efforts include a focus on project-based learning, social-emotional learning, and technology-infused education. 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).

## 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 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 at 650-508-7317 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	82
Grade 1	76
Grade 2	67
Grade 3	87
Grade 4	72
<b>Total Enrollment</b>	<b>384</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.3
Asian	8.6
Filipino	1
Hispanic or Latino	10.9
White	68.2
Two or More Races	10.7
Socioeconomically Disadvantaged	3.4
English Learners	6.3
Students with Disabilities	4.4

## A. Conditions of Learning

### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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	13-14	14-15	15-16
With Full Credential	21	20	18
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Carlos Elementary School District	13-14	14-15	15-16
With Full Credential	♦	♦	152
Without Full Credential	♦	♦	5
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
White Oaks Elementary School	13-14	14-15	15-16
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.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	94.2	5.8
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	94.2	5.8

\* 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 39 percent or less in the free and reduced price meals program.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

The school district held a public hearing on September 11, 2014, 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 standards-aligned textbooks or instructional materials, or both, 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, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption.

Textbooks and Instructional Materials Year and month in which data were collected: August 29, 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin-Adopted in 2003 Lucy Calkins Writing Units of Study-Adopted in 2013 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	McGraw-Hill Every Day Math- Adopted in 2012 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

### School Facility Conditions and Planned Improvements (Most Recent Year)

White Oaks Elementary School was built with four classrooms in 1945 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 17 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, and one playground. Recent 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: 10/30/15				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 10/30/15

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X				
<b>Safety:</b> Fire Safety, Hazardous Materials	X				
<b>Structural:</b> Structural Damage, Roofs	X				
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
	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], Science California Standards Tests); and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>				88	87		59	60	

\* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
<b>ELA</b>	76	73	44
<b>Math</b>	77	69	33

\* 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.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)

\* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)**  
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
<b>All Students</b>	<b>3</b>	88	87	98.9	7	17	31	45
	<b>4</b>	74	70	94.6	13	11	23	53
<b>Male</b>	<b>3</b>		42	47.7	5	21	29	45
	<b>4</b>		34	45.9	15	12	24	50
<b>Female</b>	<b>3</b>		45	51.1	9	13	33	44
	<b>4</b>		36	48.6	11	11	22	56
<b>Black or African American</b>	<b>3</b>		1	1.1	--	--	--	--
<b>American Indian or Alaska Native</b>	<b>4</b>		1	1.4	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		6	6.8	--	--	--	--
	4		3	4.1	--	--	--	--
Filipino	3		1	1.1	--	--	--	--
	4		2	2.7	--	--	--	--
Hispanic or Latino	3		11	12.5	18	36	27	18
	4		7	9.5	--	--	--	--
White	3		61	69.3	3	13	33	51
	4		50	67.6	12	10	28	50
Two or More Races	3		7	8.0	--	--	--	--
	4		6	8.1	--	--	--	--
Socioeconomically Disadvantaged	3		1	1.1	--	--	--	--
	4		2	2.7	--	--	--	--
English Learners	3		7	8.0	--	--	--	--
	4		4	5.4	--	--	--	--
Students with Disabilities	3		5	5.7	--	--	--	--
	4		6	8.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	88	87	98.9	9	14	38	39
	4	74	71	95.9	10	14	31	45
Male	3		42	47.7	7	17	38	38
	4		34	45.9	12	9	29	50
Female	3		45	51.1	11	11	38	40
	4		37	50.0	8	19	32	41
Black or African American	3		1	1.1	--	--	--	--
American Indian or Alaska Native	4		1	1.4	--	--	--	--
Asian	3		6	6.8	--	--	--	--
	4		3	4.1	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Filipino	3		1	1.1	--	--	--	--
	4		2	2.7	--	--	--	--
Hispanic or Latino	3		11	12.5	27	27	18	27
	4		7	9.5	--	--	--	--
White	3		61	69.3	7	11	43	39
	4		51	68.9	6	18	31	45
Two or More Races	3		7	8.0	--	--	--	--
	4		6	8.1	--	--	--	--
Socioeconomically Disadvantaged	3		1	1.1	--	--	--	--
	4		2	2.7	--	--	--	--
English Learners	3		7	8.0	--	--	--	--
	4		4	5.4	--	--	--	--
Students with Disabilities	3		5	5.7	--	--	--	--
	4		6	8.1	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

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 School Climate State Priority (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.

### Suspensions and Expulsions

School	2012-13	2013-14	2014-15
Suspensions Rate	0.49	0.24	0.51
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.08	1.02	0.94
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

#### 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

### Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	21	24	22	2		1	3	4	4			
1	24	24	22				2	2	2			
2	25	22	22				3	4	3			
3	25	24	22				4	3	4			
4	26	26	26				3	4	3			

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.75
Library Media Teacher (Librarian)	.75
Library Media Services Staff (Paraprofessional)	
Psychologist	.3
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	.6
Resource Specialist	1.0
Other	
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.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,226	\$42,723
Mid-Range Teacher Salary	\$69,786	\$65,936
Highest Teacher Salary	\$89,655	\$84,545
Average Principal Salary (ES)	\$113,605	\$106,864
Average Principal Salary (MS)	\$117,175	\$110,494
Average Principal Salary (HS)		\$103,499
Superintendent Salary	\$166,668	\$159,133
Percent of District Budget		
Teacher Salaries	42%	40%
Administrative Salaries	8%	6%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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, accommodations, supports, models and programming are implemented including Response to Instruction and Intervention supports, English Language learners 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 co-teaching and team-teaching models as well as direct intervention services.

### 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., 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.

### 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. Common Core Standards are being integrated into the curriculum and we are in the process of completing our training in Project-Based Learning.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9,216	\$2,626	\$6,590	\$81,507
District	♦	♦	\$6,178	\$74,361
State	♦	♦	\$5,348	\$69,086
Percent Difference: School Site/District			6.7	9.6
Percent Difference: School Site/ State			-25.7	14.2

\* Cells with ♦ do not require data.