



White Oaks Elementary School

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

Allison Liner, Principal

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2015-16 School Accountability Report Card Published During the 2016-17 School Year

San Carlos Elementary School District

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District Governing Board

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District Administration

Dr. Craig Baker
Superintendent
Mary Jude Doerpinghaus
**Assistant Superintendent of
Educational Services**
Robert Porter
Chief Operations Officer

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. 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 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 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	96
Grade 1	60
Grade 2	74
Grade 3	69
Grade 4	86
Total Enrollment	385

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	8.3
Filipino	1
Hispanic or Latino	10.6
Native Hawaiian or Pacific Islander	0
White	69.1
Two or More Races	10.4
Socioeconomically Disadvantaged	2.3
English Learners	3.6
Students with Disabilities	3.6
Foster Youth	0

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	14-15	15-16	16-17
With Full Credential	20	18	
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
San Carlos Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
White Oaks Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	
Total Teacher Misassignments	0	0	
Vacant Teacher Positions	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

2015-16 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	96.3	3.7
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	96.3	3.7

* 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 2016-17)

The school district held a public hearing on September 8, 2016, 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 8, 2016	
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	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: 12/19/16				
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			

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
	Good	Fair	Poor		
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

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		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16

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

Grade Level	2015-16 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.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	76	82	74	77	44	48
Math	77	85	69	73	34	36

* 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

* 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.

**School Year 2015-16 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 Met or Exceeded
All Students	3	70	69	98.6	82.6
	4	86	85	98.8	82.3
Male	3	39	38	97.4	81.6
	4	43	43	100.0	76.7
Female	3	31	31	100.0	83.9
	4	43	42	97.7	88.1
White	3	43	43	100.0	88.4
	4	62	61	98.4	86.9

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 2015-16 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 Met or Exceeded
All Students	3	70	70	100.0	90.0
	4	86	85	98.8	81.2
Male	3	39	39	100.0	89.7
	4	43	43	100.0	79.1
Female	3	31	31	100.0	90.3
	4	43	42	97.7	83.3
White	3	43	43	100.0	90.7
	4	62	61	98.4	83.6

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 on the CAAs divided by the total number of students who participated in both assessments. 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 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 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 (School Year 2016-17)

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	2013-14	2014-15	2015-16
Suspensions Rate	0.2	0.5	0.5
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	1.0	0.9	0.8
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
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.

2016-17 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

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.

Average Class Size and Class Size Distribution (Elementary)

Grade	Average Class Size			Number of Classrooms*								
	2013-14	2014-15	2015-16	1-20			21-32			33+		
				2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	24	22	22		1	1	4	4	4			
1	24	22	22				2	2	2			
2	22	22	22				4	3	3			
3	24	22	22				3	4	4			
4	26	26	26				4	3	3			

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 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,171	\$44,507
Mid-Range Teacher Salary	\$71,191	\$68,910
Highest Teacher Salary	\$91,462	\$88,330
Average Principal Salary (ES)	\$116,603	\$111,481
Average Principal Salary (MS)	\$119,529	\$115,435
Average Principal Salary (HS)		\$113,414
Superintendent Salary	\$171,666	\$169,821
Percent of District Budget		
Teacher Salaries	41%	39%
Administrative Salaries	7%	6%

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$10,350	\$2,868	\$7,482	\$79,253
District	♦	♦	\$6,727	\$76,469
State	♦	♦	\$5,677	\$71,610
Percent Difference: School Site/District			11.2	3.6
Percent Difference: School Site/ State			31.8	10.7

* Cells with ♦ do not require data.

* 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, 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 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 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.