

# Whitmore Charter School of Personalized Learning

## School Accountability Report Card

### Reported Using Data from the 2015-16 School Year

#### Published During 2016-17

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.

#### **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.

## **About This School**

#### **Contact Information (School Year 2016-17)**

<b>School Contact Information</b>	
<b>School Name</b>	Whitmore Charter School of Personalized Learning
<b>Street</b>	3435 Don Pedro Rd.
<b>City, State, Zip</b>	Ceres, CA 95307
<b>Phone Number</b>	209.556-1617
<b>Principal</b>	Sarah Olson
<b>E-mail Address</b>	saolson@ceres.k12.ca.us
<b>Web Site</b>	<a href="http://cereswcs.sharpschool.net/w_c_p_l-home">http://cereswcs.sharpschool.net/w_c_p_l-home</a>
<b>CDS Code</b>	50-71043-0107136

<b>District Contact Information</b>	
<b>District Name</b>	Ceres Unified School District
<b>Phone Number</b>	209.556.1500
<b>Superintendent</b>	Scott Siegel, Ed.D.
<b>E-mail Address</b>	jbeltran@ceres.k12.ca.us
<b>Web Site</b>	www.ceres.k12.ca.us

### **School Description and Mission Statement (School Year 2016-17)**

Whitmore Charter School of Personalized Learning serves students in grades K-8th grades. The student population desires an alternative educational option that meets student needs through personalized learning. Whitmore Charter School of Personalized Learning is open to students of Stanislaus County and students residing in counties adjacent to Stanislaus County, as specified in California law as pertaining to charter schools.

Whitmore Charter School of Personalized Learning is a program within the structure of the Whitmore Charter Schools and is built upon unique educational approaches and strategies for meeting students' learning needs.

The educational philosophy of Whitmore Charter School of Personalized Learning is to provide guidance, professional assistance, creative programs, and a strong experientially-based academic education which will promote the achievement of higher levels of student academic performance. This philosophy is inclusive in the areas of focus, which are academics, social relationships, behavior, character development, and physical well-being. The structure of the school provides an optimum learning opportunity, enabling pupils to become self-motivated, competent, and life-long learners.

The mission of Whitmore Charter School of Personalized Learning is to provide all students with a challenging, self-paced, and results-oriented education through a quality method of educational reform, Personalized Learning. Our school emphasizes student-centered delivery methods which meet unique learning needs of individuals and engage students in their own educational process.

### **Student Enrollment by Grade Level (School Year 2015-16)**

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	2
<b>Grade 2</b>	3
<b>Grade 3</b>	1
<b>Grade 4</b>	1
<b>Grade 5</b>	2
<b>Grade 6</b>	1
<b>Grade 7</b>	2
<b>Grade 8</b>	1
<b>Total Enrollment</b>	13

### Student Enrollment by Group (School Year 2015-16)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	15.4
Native Hawaiian or Pacific Islander	0
White	84.6
Two or More Races	0
Socioeconomically Disadvantaged	38.5
English Learners	0
Students with Disabilities	0
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

Teachers	School			District
	2014-15	2015-16	2016-17	2016-17
With Full Credential		0	6	
Without Full Credential		0	0	
Teaching Outside Subject Area of Competence (with full credential)		0	0	

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
Misassignments of Teachers of English Learners		0	0
Total Teacher Misassignments *		0	0
Vacant Teacher Positions		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.

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School		
All Schools in District		
High-Poverty Schools in District		
Low-Poverty Schools in District		

Note: 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)**

Year and month in which data were collected: 1/2017

Each year the Ceres Unified School District Board of Trustees holds a public hearing to comply with the requirements of Education Code 60119, which ensures the sufficiency of instructional materials in the school district. In addition, within 8 weeks of the start of school the Board of Trustees holds a public hearing to make a determination through a resolution that every student has sufficient textbooks or instructional materials in the four core subjects of reading/language arts, mathematics, science, and history-social science. This public hearing is held to satisfy the requirements under the Williams Act.

K-6	7-8	9-12
SRA/McGraw Hill Open Court Reading	Holt Literature and Language	Standards aligned, district adopted
Houghton Mifflin Mathematics	Houghton Mifflin Mathematics	Standards aligned, district adopted
Harcourt Brace science	Holt Science and Technology	Standards aligned, district adopted
Harcourt Brace Social Studies	Houghton and Holt	Standards aligned, district adopted

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Yes		0%
Mathematics	Yes		0%
Science	Yes		0%
History-Social Science	Yes		0%
Foreign Language	Yes		0%
Health	Yes		0%
Science Laboratory Equipment (grades 9-12)	Yes		0%

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

Our facilities are neat, clean, and in good working order. Facility inspections occur often to identify any immediate concerns for repair. Through facility inspections occur comprised of a team of site and district personnel to identify future areas to address and prioritize facility needs. In our most recent inspection, January of 2016, we were rated a "9" on a 10 point scale.

### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 1/2016				
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			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			There is rotten wood on the outside walls of Rooms 33 and 39. The concrete next to the fire hydrant is sinking creating a trip hazard.
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

### Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/2016				
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 Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
<b>English Language Arts/Literacy</b>	10	--	35	39	44	48
<b>Mathematics</b>	9	--	20	20	34	36

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.

## 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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Science (grades 5, 8, and 10)</b>	--	--	--	56	50	47	60	56	54

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.

## 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)

Parent volunteers play a pivotal role in supporting student activities. Parents are actively involved in their child's education. They work in partnership with an Advisory Teacher to provide individualized educational plans for their children. Parents also have the opportunity to participate in Workshops designed to enhance the learning experience of the students attending Whitmore Charter School.

School of Personalized Learning empowers families and supports students to:

- Meet and exceed rigorous academic standards.
- Attain life skills that will make the student a successful member of society.
- Promote life-long learning skills.
- Advance parental involvement and partnership in education as a critical component of student success.

The Whitmore Charter School of Personalized Learning provides a partnership between the public school system and parents who demonstrate a personal responsibility for the education of their children. The school is designed to meet the unique learning needs of families that are choosing home schooling as an educational option. These needs may include enrichment and accelerated pacing, support and remediation in the core academic areas, and an alternate setting for instruction.

### 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
<b>Suspensions</b>	0.0	0.0	0.0	9.8	8.6	7.7	4.4	3.8	3.7
<b>Expulsions</b>	0.0	0.0	0.0	0.1	0.1	0.2	0.1	0.1	0.1

## School Safety Plan (School Year 2016-17)

Whitmore Charter Schools plans and executes monthly fire drill practices and periodic "intruder alert" practices in partnership with the Ceres Police Department. All fire exits are clearly marked and the fire drill procedure for each classroom is prominently posted by the door. In addition, safety issues are addressed as needed by the Leadership Team which consists of classroom teachers, classified staff and administration. WCPL works closely with Ceres Unified School District to maintain compliance with safety issues. District administration visit the site to ensure that safety issues are/have been addressed adequately. School administration utilizes "Connect-Ed" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2008-2009
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	17
Percent of Schools Currently in Program Improvement	N/A	77.3

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

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	11
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	.1	N/A
Speech/Language/Hearing Specialist	.6	N/A
Resource Specialist	1	N/A
Other		N/A

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

\*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

### Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	9,468.60	2,689.17	6,779.43	47,194.96
District	N/A	N/A	4,769.32	\$73,217
Percent Difference: School Site and District	N/A	N/A	-29.65%	
State	N/A	N/A	\$5,677	\$74,216
Percent Difference: School Site and State	N/A	N/A		

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

## Types of Services Funded (Fiscal Year 2015-16)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the Single Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,949	\$44,958
Mid-Range Teacher Salary	\$69,761	\$70,581
Highest Teacher Salary	\$93,687	\$91,469
Average Principal Salary (Elementary)	\$106,465	\$113,994
Average Principal Salary (Middle)	\$113,577	\$120,075
Average Principal Salary (High)	\$126,988	\$130,249
Superintendent Salary	\$198,591	\$218,315
Percent of Budget for Teacher Salaries	36%	38%
Percent of Budget for Administrative Salaries	6%	5%

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

## Professional Development (Most Recent Three Years)

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Staff meetings occur two times a month and additionally two Friday's a month teachers have the opportunity to collaborate, learn strategies, and develop action plans to meet student needs.

Whitmore Charter High School staff participate in all district training opportunities in addition to specialized training opportunities presented throughout the year through Collaborative training and individual professional development opportunities.

The district participates in BTSA, PAR, AB 466, and other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.