

Westport Elementary School

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Westport Elementary School
Street	5218 South Carpenter Rd.
City, State, Zip	Modesto, CA 95358
Phone Number	209.556.1700
Principal	Jennifer Cervantes
E-mail Address	jcervantes@ceres.k12.ca.us
Web Site	http://cereswp.sharpschool.net/
CDS Code	50-71043-6052468

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

School Description and Mission Statement (School Year 2017-18)

Westport Elementary is a wonderful K-6 school located in the California Central Valley. It is one of the fourteen elementary schools in the Ceres Unified School District.

We believe the mission of Westport School is:

- Welcome every student
- Encouraging a love of learning
- Specializing in meeting individual needs
- Teaming up with our community
- Promoting perfect attendance
- Opening the door to the future
- Reaching the CA State Standards
- Teaching is our passion!

Westport Elementary School is located nearly 10 miles from the City of Ceres and is in the Ceres Unified School District. The school is one of the smaller of the fourteen elementary schools in the district but pulls from the largest area. All students are eligible to ride the bus to and from school. We have one principal, 19 certificated teachers, one library media clerk, two full-time paraprofessionals, a 20% nurse, one full-time health clerk, one 60% speech and language pathologist, one administrative assistant, one community liaison and three office secretaries. Upper grade receives Music and P.E. teachers two days weekly and primary receives PE once weekly. The school has 22 classrooms, a library, and a large multipurpose room. The school year consists of 180 instructional days with seven minimum days for parent conferencing and three for staff development. The students are in school for 310 instructional minutes a day. Time is arranged during the day for Differential Instruction.

The culture at Westport is diverse. Students come from rural farms and small housing areas that are called "tracks." A large part of our population comes from an unincorporated area in South Modesto that is eight miles from the school. Of the approximately 450 students, 90% of the students receive free or reduced cost for breakfast and lunch, 65% are English Learners (EL's). The ethnic make-up approximately includes 85% Hispanic, 11% White, 18% migrant students and 10% special education. Approximately, 60% of the parents are not high school graduates, 25% are high school graduates, with the remainder having some college or being college graduates.

Westport Elementary School includes a two-session preschool program on the campus, a morning session and an afternoon session. Each serves approximately 25 students per class. Parent classes are taught on campus.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	55
Grade 1	70
Grade 2	68
Grade 3	62
Grade 4	65
Grade 5	62
Grade 6	57
Total Enrollment	439

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0
Asian	0.9
Filipino	0.2
Hispanic or Latino	87.9
Native Hawaiian or Pacific Islander	0.2
White	10
Two or More Races	0.2
Socioeconomically Disadvantaged	94.8
English Learners	66.7
Students with Disabilities	8
Foster Youth	0.9

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

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	18	19	18	553
Without Full Credential	0		0	41
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	36

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of 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 2017-18)

Year and month in which data were collected: 2017/10

The school district held a public hearing on August 31, 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 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.

The table displays information collected in October 2017 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Grades K-6 Benchmark Advance (2017)/2017	Yes	0%
Mathematics	Grades K-6 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades K-6 Houghton Mifflin California Science (2007)	Yes	0%
History-Social Science	Grades K-5 Pearson/Scott-Foresman Social Science series (2006) Grade 6 Pearson/Prentice Hall Ancient Civilizations (2006)	Yes	0%
Foreign Language	N/A		
Health	N/A		0%
Visual and Performing Arts	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

Westport prides itself in having clean, safe and maintained facilities. A district committee walks the campus to check the cleanliness of the campus on an annual basis. Westport is annually in the running for top facilities in the district. Westport has a dedicated custodial team and district maintenance crew that work together to ensure that our campus is clean and safe. In addition, on an annual basis surveys are given to students, parents and staff. Priorities are addressed from the results of the surveys and walk throughs.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)				
Year and month of the most recent FIT report: 9/21/2016				
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			Intermediate Girl's Restroom: There is a nonoperational faucet in the restroom. Primary Boy's Restroom: There is a nonoperational faucet in the restroom.
Safety: Fire Safety, Hazardous Materials	X			Classroom 4: The stuffed animals in the classroom have not been fire treated or tagged. Classroom 7: The stuffed animals in the classroom have not been fire treated or tagged.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Grounds: There are large cracks in the asphalt on the basketball court and erosion of the asphalt near the grass area.

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/21/2016				
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. 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.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)	37	33	39	38	48	48
Mathematics (grades 3-8 and 11)	21	19	20	21	36	37

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 ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	246	99.6	32.93
Male	112	111	99.11	26.13
Female	135	135	100	38.52
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	223	222	99.55	32.43
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100	47.37
Socioeconomically Disadvantaged	239	238	99.58	31.93
English Learners	205	204	99.51	31.37
Students with Disabilities	28	28	100	10.71
Students Receiving Migrant Education Services	11	11	100	18.18
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	247	247	100	18.62
Male	112	112	100	17.86
Female	135	135	100	19.26
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	223	223	100	18.39
Native Hawaiian or Pacific Islander	--	--	--	--
White	19	19	100	26.32
Socioeconomically Disadvantaged	239	239	100	17.57
English Learners	205	205	100	18.54
Students with Disabilities	28	28	100	3.57
Students Receiving Migrant Education Services	11	11	100	18.18
Foster Youth	--	--	--	--

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.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	44	30	50	47	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.

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.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2016-17)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	29.5	14.8	21.3

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.

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)

Family involvement is welcomed and encouraged at Westport. We have many activities in place:

- Regular communication: Hoofprints Newsletter, Parent Communication folders, Newspaper articles, Parent Handbook, Progress Reports
- Regular meetings: regularly scheduled ELAC meetings, four annual School Site Council meetings, Back to School Night, Open House
- Parent Institute (PIQE) offered annually in district annually and every three years on site
- Monthly Principal Coffee Club informal parent meetings with Westport principal and site staff
- Parent and community classroom volunteers
- Wednesday volunteers that prep materials for classroom use
- Community events: Rotary Read-In, Career Faire, Turkey Trot, Letters to Santa, etc.
- Family Events: parent visitation day, movie nights, family dine-out nights, end of year family BBQ, etc.

Families are invited to participate with our students' education. To do so, parents need only complete the volunteer application and schedule classroom time with the teacher in advance. Please contact the school office for more information.

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.

Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.4	2.1	3.8	8.6	7.7	10.1	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Safety is a top priority to the staff, families and students of Westport Elementary. The safe school plan is revised each year with the input of both staff and the School Site Council. Data is collected on school safety through annual surveys to parents, students and staff. Surveys are administered each fall and the safety plan is revised by March of each year. The last School Safety Plans were revised and approved on 1/20/16 and 1/18/17.

Westport Elementary takes a proactive approach in encouraging positive student behavior through our Westport Way initiative.

Safety drills and procedures are practiced on a monthly basis. Annual education in drug & alcohol awareness is provided by staff during Red Ribbon activities.

In addition, Westport prides itself in having clean, safe and maintained facilities. Westport is annually in the running for top facilities in the district and last received this honor in May 2015.

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 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement*	Year 1	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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21		3		23		3		18	3		
1	21	1	2		23		3		23		3	
2	21		3		19	3			23		3	
3	22		3		23		3		21	1	2	
4	25		2		31		2		33		1	1
5	31		2		29		2		31		2	
6	32		2		32		2		29		2	

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

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.2	N/A
Speech/Language/Hearing Specialist	0.6	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7,662.69	\$1,564.01	\$6,098.67	\$77,681.54
District	N/A	N/A	\$6,451.10	\$76,619
Percent Difference: School Site and District	N/A	N/A	-5.5	1.4
State	N/A	N/A	\$6,574	\$77,824
Percent Difference: School Site and State	N/A	N/A	-7.2	-0.2

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

Types of Services Funded (Fiscal Year 2016-17)

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 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$50,235	\$48,522
Mid-Range Teacher Salary	\$74,645	\$75,065
Highest Teacher Salary	\$100,245	\$94,688
Average Principal Salary (Elementary)	\$113,640	\$119,876
Average Principal Salary (Middle)	\$121,138	\$126,749
Average Principal Salary (High)	\$131,638	\$135,830
Superintendent Salary	\$210,122	\$232,390
Percent of Budget for Teacher Salaries	35%	37%
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)

The school site had 5 professional development days during the 2015-2016 school year. In the 2016-2017 school year, the school site had 5 professional development days. Lastly, in the 2017-2018 school year, the school site has planned 10 collaboration/early release days and 5 professional development days.

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. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

Each meeting focuses on the areas prioritized by student assessment data, teacher input and parent surveys.

The following statements reflect educational practices at all school sites in the Ceres Unified School District.

- Staff development activities at each site have emphasized providing opportunities for teachers to analyze grade level standards and align classroom curriculum to those standards.
- Professional Development & Staff Development Days are planned based upon specific district and site needs.
- Data is reviewed to drive improvement efforts that trigger staff development plans.
- Coaching has been provided to teachers.
- Instructional focus of implementing district norms which include student engagement, higher-level questioning, writing, lesson design.
- The district Professional Development Plans provides a focus on individual needs for staff development.
- The County Office of Education offers workshops on staff development activities related to technology, standards, assessment, and accountability.
- The District Strategic Plan addresses the area of staff development and provides a list of district-wide and site-based action plan activities.

The following statements characterize educational practice at Westport Elementary School:

- 1) Opportunities are provided to share, discuss, and reflect on professional readings and to develop new materials and activities.
- 2) Professional development activities during staff meetings & professional development days are determined by program needs and survey results. Staff development is also provided through staff meetings, district inservices, informal teacher inservices and sharing opportunities, and outside conferences. All staff are offered and encouraged to participate in a variety of inservice training. Teachers are provided release days throughout the year for grade level articulation and planning. Paraprofessionals meet on a regular basis to discuss the program and receive training based on program needs.
- 3) The comprehensive staff development program is site-directed and aimed at improved academic achievement for all student sub-groups with particular emphasis on language/vocabulary development as well as lessons designed with both thorough concept and skill development.

The district participates in Induction at both the district and county level, as well as 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.