Walter White Elementary School
School Accountability Report Card
Reported Using Data from the 2017-18 School Year
Published During 2018-19

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 2018-19)

School Contact Information	
School Name	Walter White Elementary School
Street	2904 Sixth St.
City, State, Zip	Ceres, CA 95307-0307
Phone Number	209.556.1710
Principal	Edith Narayan
E-mail Address	enarayan@ceres.k12.ca.us
Web Site	http://www.ceres.k12.ca.us/
CDS Code	50-71043-6052450

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

School Description and Mission Statement (School Year 2018-19)

Walter White Elementary School is located in the heart of downtown Ceres, California. The school campus is home to approximately 600 kindergarten to 6th grade students and 50 preschool students. The school community is diverse in culture, linguistics and economic status.

School Vision Statement
Walter White will collaborate to provide a positive environment that empowers students to achieve their lifelong goals.

School Mission
High levels of learning for all.

Our mission, at Walter White Elementary School is to continue to promote high level learning for all through, a balanced curriculum, collaboration among staff and community, and academic growth within a safe learning environment.

Walter White School enrollment changes on a regular basis. We welcome new students nearly every week and encourage them to become important members of the school family. We have a focus of grade level collaboration in the areas of language arts and math; with a special focus on the English Learner subgroup. As well as school culture including positive behavior support systems and reducing rates of suspension.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	97
Grade 1	70
Grade 2	58
Grade 3	75
Grade 4	84
Grade 5	98
Grade 6	106
Total Enrollment	588

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	2.4
American Indian or Alaska Native	0.2
Asian	2.9
Filipino	0.2
Hispanic or Latino	77.7
Native Hawaiian or Pacific Islander	0.7
White	15.8
Socioeconomically Disadvantaged	94.0
English Learners	41.5
Students with Disabilities	12.4
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
	2016-17	2017-18	2018-19	2018-19
With Full Credential	32	27	27	613
Without Full Credential	2	1	1	40
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	38

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: 2018/10

The school district held a public hearing on September 27, 2018, 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 August, 2018 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-5 Houghton Mifflin Harcourt Go Math (2015), Holt McDougal Go Math (Grade 6) (2015)	Yes	0%
Science	Grades K-6 Houghton Mifflin California Science (2007)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur weekly by head custodian to identify any area of immediate concern for repair. Every two weeks, head custodian and Principal conduct a facility inspection, meet and review areas of celebration and growth. All custodian's are emailed with feedback upon inspection. Once a year, a thorough inspection occurs by a team composed of site and district personnel to identify future areas to address and prioritize facility needs.

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: 1/17/2019		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	Classroom 60: The water fountain has low water pressure. Grounds: Water fountain on outside wall of Kinder Classrooms has low water pressure. Indoor Hallway Boy's Restroom: The sink faucet is loose.

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/17/2019		
System Inspected	**Repair Status**	**Repair Needed and Action Taken or Planned**
Safety: Fire Safety, Hazardous Materials	Good	Classroom 14: There are chemicals underneath the sink. Classroom 57: There are chemicals underneath the sink. Staff Room: There are chemicals underneath the sink.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/17/2019	
Overall Rating	**Good**

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	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	25.0	32.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	14.0	17.0	21.0	25.0	37.0	38.0

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	398	383	96.23	31.85
Male	187	181	96.79	24.86
Female	211	202	95.73	38.12
Black or African American	11	11	100.00	54.55
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	318	304	95.60	29.93
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	37.74
Socioeconomically Disadvantaged	376	363	96.54	31.13
English Learners	202	190	94.06	25.26
Students with Disabilities	62	59	95.16	8.47
Students Receiving Migrant Education Services	16	16	100.00	18.75
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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	402	394	98.01	17.01
Male	189	187	98.94	18.18
Female	213	207	97.18	15.94
Black or African American	12	12	100	25
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	320	314	98.13	15.92
Native Hawaiian or Pacific Islander	--	--	--	--
White	54	53	98.15	22.64
Socioeconomically Disadvantaged	380	372	97.89	16.67
English Learners	203	198	97.54	13.13
Students with Disabilities	63	61	96.83	3.28
Students Receiving Migrant Education Services	16	16	100	12.5
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	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	10.5	25.7	24.8

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 school site.

Opportunities for Parental Involvement (School Year 2018-19)

The staff at Walter White School has a goal to pursue a comprehensive program involving parents in all aspects of the educational process. As parents become involved, their children will continue to benefit in their school achievements.

Objectives and Activities:

I. Provide parents of students with information about programs available. Effective communications between home and school is considered to be the most important in developing and maintaining parent involvement.

a. The Walter White Student/Parent Handbook and the Ceres District Calendar are sent home with each student at the beginning of school, and at the time of registration of new students to Walter White School.

b. School communications to be sent home notifying parents of events at Walter White School may be in English and Spanish.

c. Monthly events in school newsletter

d. Notices of activities in Ceres Courier, a local newspaper

e. Phone calls to parents

f. Back to School Night/Open House with translators available whenever possible.

g. Kindergarten orientation

h. Communications to parents that encourage and promote parent involvement, school success, and effective parenting ideas.

i. Community Liaison hired to work closely with parents to promote parent involvement and connect our families with resources and community support they may need.

II. Provide opportunities for regular meetings and activities for parents to formulate suggestions, decisions, and participate in the education of their children.

a. Parent/Teacher conferences at least once a year, with translation as needed for
parents of Spanish speaking students.

b. Parent opportunities: School Site Council (SSC), English Learner Advisory Committee (ELAC),S.T.A.R.S (Supporting Teachers and Raising Stars) Parent Club: monthly parent meetings with different topic/guest speaker. Providing a forum for parents to build their awareness of the programs at Walter White and to voice their opinions and concerns, Coffee with Principal: monthly informal meeting time for families to come together and meet with Principal, All Pro Dads: opportunities for families to come and do activities with their children. It promotes more male involvement.

c. Community Conferences

d. Access to staff, opportunities to volunteer and participate in their children's classroom/activities

e. Parent and student recognition

f. Student Study Team meetings will be held regularly with parents of referred students asked to attend

g. A Walter White School Compact which involves the school, student, and family will be presented to each student/family, when they enter Walter White School.

h. Parents are invited to attend Redesignation meetings for EL students transitioning to Fluent English Status.

i. Annual Title 1 Meeting to which all parents are invited.

j. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet are made available to parents in the following manner: Parent/teacher conferences are held at least once per year, student report cards and/or progress reports are given to parents at the parent/teacher conference and/or mailed home and CAASPP testing results and explanation of results are mailed home annually to students in 3rd through 6th grades.

III. Provide parents with opportunities and information to be involved in school performances, assemblies and other educational classes/activities.

a. Inform parents how best to assist their children in learning at home.

b. Help parents develop their parenting skills

c. Provide training, conferences, reading and educational materials to enhance the education of parents and to enable them to assist their children with their school work:

d. ELD classes, Infant/child CPR classes provided by the District

e. Reading literacy and other areas of the curriculum according to survey results

f. Parents are invited to all student award/recognition assemblies and student performances.

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		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	7.1	6.0	4.4	7.7	10.1	7.0	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.2	0.3	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Safe School Plan is reviewed and modified annually, by February, as needed. The Safe School Committee recommends changes based on review of information and is approved by school site council prior to submitting to the School Board for approval. The School Safety Plan was reviewed on January 15, 2019 by the Committee and will be reviewed by School Site Council on

Key Elements of Plan:

1. Goals
2. Areas of Strength
3. Areas of Desired Growth
4. Physical Environment
5. Evaluation/Review

Anti-Bullying Policy:

*CUSD is aware of the seriousness of bullying and in compliance with Seth's Law CUSD policy specifically prohibits discrimination, harassment, intimidation, and bullying based on these actual or perceived characteristics: disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, and sexual orientation.

*Discrimination, harassment, intimidation or bullying directed at someone associated with a person or group with one or more of the listed actual or perceived characteristics is also prohibited (Education Code Section 234.11(a))

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	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	17	6			16	6			16	6		
1	17	4			15	4			18	4		
2	15	5			17	4			15	4		
3	19	4	1		14	6			18	4		
4	23		4		22	1	3		26		3	
5	24	1	4		24		4		25	1	3	
6	19	3	2		24	1	4		23	1	4	

Number of classes indicates how many classes fall into each size category (a range of total students per class).
** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	
Counselor (Social/Behavioral or Career Development)	.6	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.8	N/A
Social Worker	0	N/A
Nurse	0.4	N/A
Speech/Language/Hearing Specialist	1	N/A
Resource Specialist (non-teaching)	1	N/A
Other	1	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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	$9,764.14	$2,551.31	$7,212.84	$66,242.13
District	N/A	N/A	$6,451.10	$78,515
Percent Difference: School Site and District	N/A	N/A	11.1	-17.0
State	N/A	N/A	$7,125	$79,665
Percent Difference: School Site and State	N/A	N/A	1.2	-18.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Walter White received monies for Title I and LCAP. Title I and LCAP were used for part of the salaries for the Assistant Principal, Media Clerk, and the attendance clerk, instructional paraprofessionals. Print shop, instructional supplies, books, technology, and conferences were also bought with monies received.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$51,742	$49,512
Mid-Range Teacher Salary	$76,883	$77,880
Highest Teacher Salary	$103,252	$96,387
Average Principal Salary (Elementary)	$116,427	$123,139
Average Principal Salary (Middle)	$123,168	$129,919
Average Principal Salary (High)	$137,253	$140,111
Superintendent Salary	$228,718	$238,324
Percent of Budget for Teacher Salaries	33.0	36.0
Percent of Budget for Administrative Salaries	6.0	5.0

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 2016-2017 school year. In the 2017-2018 school year the site had 10 collaboration/early release days and 5 professional development days. Lastly, in the 2018-2019 school year, the school site has planned 21 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. Staff and grade level meetings are held on Monday's after school. The teachers collaborate, learn strategies, examine data and develop action plans to meet identified student needs. Teachers are provided with additional collaboration time, once a month during early release days, during collaboration assemblies and during PLC rotations. After school workshops are held based upon teacher request or need. Conferences are attended by school leaders, both admin and teachers, to support current initiatives/goals. Student achievement data is monitored continually throughout the year to inform instruction and identify school wide areas of focus. Walter White continues to focus on literacy, math and increasing our positive behavior support programs. There is a laser focus on English Learners in relation to these goals.

Walter White has seven minimum days for conferences. The district participates in an Induction program and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with full time staff developer/coaches who can assist with the implementation of curriculum and strategies. Teachers utilized their time with these staff coaches individually in the classroom and during grade level team release time. Walter White is assigned two coaches who also assist with staff development during staff meetings and professional development days. Site administration meets with teachers and teams on a continual basis to review needs.

School sites must include a professional development plan and budget in their school site plan. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.