

SCSD

# White Oaks Elementary School

## 2009-2010 School Accountability Report Card

### Principal

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### San Carlos School District

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### Board of Trustees

Mark Olbert, President  
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### District Mission Statement

*The San Carlos School District in collaboration with involved, caring parents and community members who share a vision for engaging the whole child, will provide a personal, creative, challenging education that fosters life-long interest in learning and inspires all to strive for individual excellence as contributing members of a changing society.*

[www.sancarlos.k12.ca.us](http://www.sancarlos.k12.ca.us)

White Oaks Elementary School

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### Principal's Message

As our school's vision indicates, White Oaks is a place that holds the development of "the whole child" as our top priority. Staff members collaborate with one another on a regular basis to support and challenge our students as they work towards the high academic and behavioral standards we have established for our learning community.

As you read our SARC report, you'll notice the many activities and learning opportunities that exist at White Oaks. The educational experiences provided by our staff, and greatly supported by our parents, help to challenge our students to achieve academic and personal successes.

Our school also benefits from the support and leadership of a forward-thinking school board and a progressive district office. We also have amazing support from the community through the efforts and commitment of the San Carlos Education Foundation (SCEF).

It truly does "take a village" to raise a child, and it continues to be my pleasure to work along side wonderful educators and community members to provide a high quality education for our students.

Respectfully,  
Elizabeth Veal

### 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 through compassion, cooperation, acceptance and valuing cultural differences.

Students will leave White Oaks as independent, successful, life-long learners, who work to their personal best, show perseverance in challenges and positively contribute to our ever-changing global community.

### Students' Rights and Responsibilities

Students have the right to ...

- Learn
- Feel safe
- Experience success
- Be appreciated as an individual
- Be treated with respect and dignity

Students have the responsibility to...

- Put forth an effort
- Follow the school guidelines
- Treat others with respect and dignity
- Accept the consequences for behavior
- Care for personal, school, and others' property

## School Profile

White Oaks School is located on the San Francisco Peninsula in the city of San Carlos and is one of seven schools comprising the San Carlos School District.

White Oaks School has a student population whose educational needs are served by teachers working within self-contained classrooms. In the spring of 2000, the Board of Trustees accepted White Oaks School's petition to become a dependent charter conversion school.

During the 2009-10 school year, 382 kindergarten through fourth grade students were enrolled at the school, with classes arranged on a traditional calendar schedule.

Student Enrollment by Ethnic Group	
2009-10	
	Percentage
African American	1.8%
Asian	13.1%
Filipino	1.8%
Hispanic or Latino	8.6%
Pacific Islander	0.8%
White	73.6%
Two Or More	-
None Reported	0.3%

## Discipline & Climate for Learning

Students at White Oaks Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. At White Oaks Elementary School, children are exposed to a wide and rich range of experiences. They are supported in their growth and development by many talented people in and outside the classroom setting.

All classes in the school have buddy classes; they meet frequently, giving the older students an opportunity to nurture younger students while giving younger students good role models. Students in grades three and four have the opportunity to serve on Student Council; they contribute to the All School Celebration assemblies held monthly where students are highlighted for academic and social/emotional accomplishments. Student Council also conducts spirit days & service projects throughout the year.

White Oaks has a well-developed Friendship Program which encourages all students to develop friendship skills and learn to deal with conflicts. All students participate in the Book-of-the-Month program – every class reads the same book at some time during the month that discusses and promotes awareness of others and character building – which helps build a sense of community within the school. Additionally we have the Math Problem-of-the-Month which provides students with many levels of a critical thinking problem solving opportunities; all students are invited to participate in as many levels as possible. Many other activities during the school year help build a sense of community include our All School Celebrations, the Folk Dance Festival and Cultural Arts Day!

The suspensions and expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions.

Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	0	0	0	18	23	88
Suspension Rate	0.0%	0.0%	0.0%	0.6%	0.8%	2.9%
Expulsions	0	0	0	1	0	0
Expulsion Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Students are encouraged to participate in the school's additional academic and extracurricular activities, which are an integral part of the educational program. These schoolwide and classroom incentives promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular activities, clubs, and programs include:

- Private (After-school program)
- Smart-E (District after-school program)

The school recognizes and celebrates the achievements and successes of students and staff on a regular basis. Students are recognized for their achievements during awards assemblies on the first Friday of each month.

## Student Attendance & Enrollment

Regular daily attendance is a priority at the school. Parents are notified of absences through phone calls, letters, and conferences with school officials. The chart illustrates the trend in enrollment for the last three years.

	Enrollment Trend by Grade Level		
	2007-08	2008-09	2009-10
K	81	79	92
1st	69	81	79
2nd	70	66	80
3rd	78	69	66
4th	76	76	65

Those students who continue to exhibit excessive absences are directed to the appropriate authorities including the District's School Attendance Review Board (SARB). Students are referred to SARB if they have persistent attendance and behavior problems in school and when the normal avenues of classroom, school, and district counseling do not resolve the situation.

## Class Size

Parent volunteers and instructional aides assist teachers in the classroom. The table indicates the average class size by grade level, as well as the number of classes offered in reference to their enrollments.

	Class Size Distribution											
	Average Class Size			Classrooms Containing:								
				1-20 Students			21-32 Students			33+ Students		
08	09	10	08	09	10	08	09	10	08	09	10	
K	20	20	23	3	3	-	-	-	4	-	-	-
1	20	20	20	3	5	-	-	-	4	-	-	-
2	20	20	20	6	4	-	-	-	4	-	-	-
3	20	20	22	5	4	-	-	-	-	-	-	-
4	25	25	22	-	-	-	3	2	3	-	-	-
K-3	20	19	-	3	3	-	-	-	-	-	-	-

## Instructional Materials

San Carlos Elementary School District held a public hearing on January 13, 2011, 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	GiZÜWJYbh	% Lacking
K-4	History/Social Science	Harcourt	2002	Yes	0.0%
K-4	Mathematics	Houghton T&E	2003	Yes	0.0%
K-4	Reading Language Arts	Houghton T&E Reading	2003	Yes	0.0%
K-4	Science	Delta Education: Foss	2007	Yes	0.0%

## Library Information

The school's library, staffed by a Librarian, provides an extensive variety of reference and special interest materials, in addition to hundreds of educational and recreational books. Students visit the library on a daily/weekly basis with their classes and are encouraged to visit before and after school. Four computer workstations within the library are connected to the Internet allowing students to access resources and information online.

## Computer Resources

All classrooms have at least one computer workstation that is connected to the Internet. The school also has a computer lab with 28 computer workstations. The computer lab is staffed by a part-time lab support person. Computer skills and concepts are integrated throughout standard curriculum which helps prepare students for technological growth and other opportunities. Students have been trained in the following programs:

- Kid Picks
- Starfall
- Rainforest Math
- Type to Read
- PowerPoint

## Additional Internet Access/Public Libraries

For additional research materials and Internet availability, students are encouraged to visit the public libraries located in San Mateo County, which contain numerous computer workstations and reference materials.

## Counseling & Support Staff

It is the goal of White Oaks Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure. The counselor-to-pupil ratio is 1:382.

Support services include teacher associates, a school psychologist, nurse, speech therapist, music education, art and science specialists, all of whom serve on a part time basis. The table lists the support service personnel available at White Oaks Elementary.

White Oaks Elementary has several programs in place to help struggling students – Healthy Cities tutors and Early Literacy support. We also have enhanced the basic program with Art residencies for each grade level (that average 10-12 weeks of art instruction that's aligned to the curricular standards). Additionally our three day a week school counselor plans classes and prepares materials to assist teachers in dealing with the social and emotional needs of all students.

Special education programs are available at White Oaks Elementary for students who qualify. These programs are in the areas of learning disability, speech and unusually high academic potential.

Counseling & Support Services Staff		
	Number of Staff	Full Time Equivalent
Counselor	1	0.5
Librarian	1	0.75
Nurse	1	As Needed
Psychologist	3	As Needed
Resource Specialist	1	1.0
Speech and Language Specialist	4	As Needed

## Local Assessments

San Carlos Elementary School District participates in the Silicon Valley Mathematics Initiative, which sponsors MARS testing. The MARS (Mathematics Assessment Resource Service) measures how students are performing on a variety of complex problem solving tasks. San Carlos also conducts a district writing assessment. Students write to prompt and then teachers score the students' writing in organization and conventions. Kindergarten through second grade students write a narrative, third grade students write an expository letter, and fourth grade students write a summary of a non-fiction article.



## California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards).

The first table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards) in English/language arts, mathematics, social science, and science, for the most recent three-year period.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	73	81	82	74	80	81	46	50	52
Mathematics	82	82	86	75	75	77	43	46	48
Science	*	*	*	76	80	85	46	50	54
History/Social Science	*	*	*	63	75	75	36	41	44

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

The second table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	81	77	85	75
School	82	86	*	*
African American	*	*	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	58	58	*	*
White	*	*	*	*
Males	80	89	*	*
Females	85	83	*	*
Socioeconomically Disadvantaged	*	*	*	*
English Learners	*	*	*	*
Students with Disabilities	75	67	*	*
Migrant Education	*	*	*	*

\*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

## Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	Not in PI	Not in PI
First Year in PI	-	-
Year in PI (2010-11)	-	-
# of Schools Currently in PI	-	0
Percentage of Schools in PI	-	0.00%

## Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

**Statewide Rank:** Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

**Similar Schools Rank:** Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The first table displays the school's API ranks and actual API point changes by student group for the past three years. The second table displays, by student group, the most recent Growth API at the school, district, and state level.

API School Results			
	07-08	08-09	09-10
Statewide Rank	10	10	10
Similar Schools Rank	3	3	3
All Students			
Actual API Change	3	14	19
White			
Actual API Change	-1	14	-

\* Statewide and similar schools ranks are based on the following criteria: *[unreadable]*

Growth API			
	School	District	State
All Students	932	899	767

## Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Adequate Yearly Progress (AYP)				
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Made AYP Overall	Yes		Yes	
Met AYP Criteria	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
API School Results	Yes		Yes	
Graduation Rate	N/A		N/A	

## Teacher Assignment

San Carlos Elementary School District recruits and employs the most qualified credentialed teachers. For the 2009-10 school year, White Oaks Elementary had 22 fully credentialed teachers who met all credential requirements in accordance with State of California guidelines.

Teacher Credential Status				
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	24	22	22	146
Without Full Credentials	0	0	0	0
Working Outside Subject	0	0	0	2

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
<b>Total Misassignments of Teachers</b>	<b>0</b>	<b>0</b>	<b>0</b>
Vacant Teacher Positions	0	0	0

## Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

## Parent & Community Involvement

At White Oaks, we include parents in a number of ways, and the percentage of involved parents is exceptional. Parents work in classrooms both with small groups and in preparing materials, organizing assemblies, driving on field trips, assisting in the motor room, and working on special projects. The PTA is very active and a number of parents serve on PTA committees providing parent education nights, fundraising, and communication through a monthly newsletter.

The PTA at White Oaks is responsible for Art-in-Action, the hot lunch program, ice cream sales, and for an annual Cultural Arts Day which highlights one country for study with a wide variety of experiences for students.

Parents also participate in the School Site Council (SSC) which meets monthly with teachers to discuss issues of importance to the school. Parents also can represent the White Oaks community on a number of district-wide committees such as the PTA Coordinating Council, Hometown Days for San Carlos, and the San Carlos Educational Foundation.

## Staff Development

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.

## School Leadership

Leadership at White Oaks Elementary is a responsibility shared between district administration, the principal, instructional staff, students, and parents. The district's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. Instructional programs are aligned with state and district standards. Since the start of the 2007-08 school year, leadership duties were assumed by Principal Elizabeth Veal. Principal Veal has 17 years of experience in education with positions as a classroom teacher, vice principal, BTSA mentor teacher, and principal.

Teachers are encouraged to take on a variety of leadership roles; the SSC (School Site Council) operates with four parents and four teachers and the principal to advise on expenditure of funds. The Leadership Team, made up of a representative from each grade level, helps plan and lead professional development opportunities.

## Safe School Plan

Safety of students and staff is a primary concern of White Oaks Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan was last reviewed and updated in January, 2010 by the School Safety Committee. 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 as needed. Students are supervised by staff before school, during lunch and after school. There is a designated area for student drop off and pick up.

## Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the White Oaks Elementary at (650) 508-7317 or visit the school website, [www.whiteoaks.sancarlos.k12.ca.us](http://www.whiteoaks.sancarlos.k12.ca.us).

## School Facilities

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 18 classrooms, a multipurpose room/cafe/tertia, a library, a staff lounge, one computer lab, and a playground. Recent remodeling included remodeling and updating of the facilities.

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.

### NCLB Compliant Teachers

	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	100.0%	0.0%
High-Poverty Schools in District	N/A	N/A
Low-Poverty Schools in District	N/A	N/A

### School Facility Conditions

Date of Last Inspection: 5/1/2010

Overall Summary of School Facility Conditions: Exemplary

Items Inspected	Facility Component System Status			8 YÜWjYbWm' / 'FY a YXJU' Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

### Cleaning Process

The principal works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. 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.

### Maintenance and Repair District

Maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A work order process is used to ensure efficient service and highest priority are given to emergency repairs.

### Deferred Maintenance Budget

The district participates in the State School Deferred Maintenance Program, which provides matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically this includes roofing, plumbing, heating, electrical systems, interior or exterior painting, and floor systems. For the 2010-11 school year the district allocated \$125,000 for deferred maintenance program. This represents 5.0% of the district's general fund budget.

### Teacher & Administrative Salaries as a Percentage of Total Budget

The table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE website, [www.cde.ca.gov](http://www.cde.ca.gov).

Average Salary Information Teachers - Principal - Superintendent 2008-09		
	District	State
Beginning Teachers	\$44,946	\$41,154
Mid-Range Teachers	\$66,420	\$63,517
Highest Teachers	\$85,330	\$80,951
Elementary School Principals	\$101,435	\$102,080
Middle School Principals	\$109,488	\$105,643
High School Principals	-	\$111,347
Superintendent	\$158,000	\$150,626
Salaries as a Percentage of Total Budget		
Teacher Salaries	40.7%	38.9%
Administrative Salaries	5.5%	6.8%

### School Site Teacher Salaries

State law requires comparative salary and budget information to be reported to the general public. At the time this report was published, the most recent salary comparison data from the State of California was for the 2008-09 school year. For comparison purposes, the California Department of Education has provided average salary data from school districts throughout the state having between 1,500 to 4,999 Average Daily Attendance (ADA). The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state.

Average Teacher Salaries School & District	
School	\$70,229
District	\$65,284
Percentage of Variation	7.57%
School & State	
All Elementary School Districts	\$64,193
Percentage of Variation	9.40%

### District Expenditures

San Carlos Elementary School District spent an average of \$8,714 to educate each student (based on 2008-09 audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil School	
Total Expenditures Per Pupil	\$6,817
From Restricted Sources	\$1,191
From Unrestricted Sources	\$5,626
District	
From Unrestricted Sources	\$5,652
Percentage of Variation between School & District	0.47%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	0.98%

### District Revenue Sources

In addition to general state funding, San Carlos Elementary School District receives state and federal funding for the following categorical funds and other support programs:

- Title I
- EIA/LEP
- Title III
- Title IV
- TUPE
- San Carlos Education Foundation

### Data Sources

Data within the SARC was provided by San Carlos Elementary School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.