



# Leonard G. Westhoff Elementary School' Vision and Mission Statements:

20151 Amar Road • Walnut CA, 91789 • (909) 594-6483 • Grades K-5  
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## 2014-15 School Accountability Report Card Published During the 2015-16 School Year



### Walnut Valley Unified School District

880 S. Lemon Avenue  
Walnut, CA 91789  
(909) 595-1261  
www.wvusd.k12.ca.us

#### District Governing Board

Helen M. Hall - President  
Y. Tony Torng, Ph.D. - Vice President  
Cynthia M. Ruiz - Clerk  
Phillip D. Chen, Ed.D - Member  
Larry L. Redinger - Member

#### District Administration

Dr. Robert P. Taylor  
**Superintendent**  
Michael Hodson  
**Assistant Superintendent, Business Services**  
Dr. Michelle J. Harold  
**Assistant Superintendent, Human Resources**  
Dr. Matthew L. Witmer  
**Assistant Superintendent, Educational Services**

### School Description

#### Principal's Message

It is my pleasure to introduce you to the annual School Accountability Report Card for Westhoff Elementary School. Whether you are a student, parent, staff, or community member, the data contained within these pages will provide useful information to you about our school and community, including but not limited to: demographics, achievements, progress evaluation, ongoing goal realization, discipline, budget, and facility enhancement.

Westhoff is proud to offer a warm, educational environment where students are actively involved in learning academics as well as positive values. All students receive standards-based, challenging curriculum by dedicated professional staff based on the individual needs of the students. Staff and parents work together to create a learning environment that promotes academic and social development, teaches responsibility and pride, and models learning as a lifelong adventure. We are excited about our school and welcome all to join in our efforts to create successful, global citizens.

This document is provided in accordance with Proposition 98, which requires every school in California to issue an annual School Accountability Report Card. We view this as an opportunity to keep our community, and the public well informed about our outstanding program. It is our goal to keep the lines of communication open and welcome any suggestions, comments, or questions you may have.

#### Mission Statement

Walnut Valley Unified, a premier school district committed to "KIDS FIRST - Every Student, Every Day," will prepare all students to thrive in a rapidly changing, competitive, global economy by teaching them 21st Century skills through quality programs that include an emphasis on STEAM Academics, Arts, Athletics, and Activities.

#### School Profile

Westhoff Elementary School is located in the northwestern region of Walnut and serves students in grades kindergarten through five following a traditional calendar. At the beginning of the 2014-2015, 598 students were enrolled, including 5% in special education, 22% qualifying for English Language Learner support, and 8% qualifying for free or reduced price lunch. .

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 at (909) 594-6483 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	68
Grade 1	94
Grade 2	106
Grade 3	100
Grade 4	105
Grade 5	114
<b>Total Enrollment</b>	<b>587</b>

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
Asian	6.7
Filipino	6.1
Hispanic or Latino	18.7
Native Hawaiian or Pacific Islander	1.5
White	3.7
Two or More Races	2.4
Socioeconomically Disadvantaged	11.9
English Learners	15
Students with Disabilities	4.1

## 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			
Leonard G. Westhoff Elementary School' Vision	13-14	14-15	15-16
<b>With Full Credential</b>	24	24	24
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Walnut Valley Unified School District	13-14	14-15	15-16
<b>With Full Credential</b>	♦	♦	681
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	3

Teacher Misassignments and Vacant Teacher Positions at this School			
Leonard G. Westhoff Elementary	13-14	14-15	15-16
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	0	0	0

\* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes in Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
<b>This School</b>	100.0	0.0
Districtwide		
<b>All Schools</b>	100.0	0.0
<b>High-Poverty Schools</b>	0.0	0.0
<b>Low-Poverty Schools</b>	100.0	0.0

\* 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 2015-16)

On September 16, 2015, the Walnut Valley Unified School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #16-03 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

Textbooks and Instructional Materials Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown, ESL Library - Super Classroom Sets - 2002 Houghton Mifflin, Reading California - 2003  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt Math Expressions 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Pearson Scott Foresman, Scott Foresman California Science - 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Harcourt Brace, Social Science - 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

The district's maintenance department inspects Westhoff Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Westhoff Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Wednesday, June 3, 2015 to Thursday, June 4, 2015. No emergency repairs were needed and no unsafe conditions were found. During fiscal year 2015-16, all restrooms were fully functional and available for student use.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: June 03, 2015				
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			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	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], Science California Standards Tests); and
- The percentage of pupils 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

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	76	72	44
Math	75	68	33

\* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	94	90	81	85	86	84	59	60	56

\* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	16.70	34.20	36.80

\* 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	81
Male	87
Female	74
Black or African American	--
Asian	84
Filipino	72
Hispanic or Latino	56
Native Hawaiian or Pacific	--
White	--
Socioeconomically Disadvantaged	--
English Learners	42
Students with Disabilities	--
Foster Youth	--

\* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	98	96.1	5	20	22	52
	4	105	103	98.1	8	12	25	55
	5	116	111	95.7	6	19	27	47
Male	3		51	50.0	4	22	24	51
	4		58	55.2	9	16	26	50
	5		54	46.6	6	28	26	41
Female	3		47	46.1	6	19	21	53
	4		45	42.9	7	7	24	62
	5		57	49.1	7	11	28	53
Black or African American	3		1	1.0	--	--	--	--
	5		1	0.9	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Asian	3		59	57.8	2	14	24	61
	4		72	68.6	6	10	24	61
	5		76	65.5	4	13	26	55
Filipino	3		6	5.9	--	--	--	--
	4		7	6.7	--	--	--	--
	5		11	9.5	9	27	18	45
Hispanic or Latino	3		26	25.5	15	42	19	23
	4		17	16.2	18	12	35	35
	5		17	14.7	18	35	35	12
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	1.7	--	--	--	--
White	3		4	3.9	--	--	--	--
	4		5	4.8	--	--	--	--
	5		4	3.4	--	--	--	--
Two or More Races	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		20	19.6	5	30	30	35
	4		9	8.6	--	--	--	--
	5		10	8.6	--	--	--	--
English Learners	3		3	2.9	--	--	--	--
	4		4	3.8	--	--	--	--
	5		10	8.6	--	--	--	--
Students with Disabilities	3		7	6.9	--	--	--	--
	4		4	3.8	--	--	--	--
	5		5	4.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	102	101	99.0	5	20	41	35
	4	105	104	99.0	1	20	33	46
	5	116	115	99.1	10	20	23	47
Male	3		53	52.0	6	15	40	40
	4		58	55.2	0	24	28	48
	5		55	47.4	7	18	25	49
Female	3		48	47.1	4	25	42	29
	4		46	43.8	2	15	39	43
	5		60	51.7	12	22	22	45
Black or African American	3		1	1.0	--	--	--	--
	5		1	0.9	--	--	--	--
Asian	3		62	60.8	2	8	48	42
	4		73	69.5	0	18	26	56
	5		80	69.0	3	15	28	55
Filipino	3		6	5.9	--	--	--	--
	4		7	6.7	--	--	--	--
	5		11	9.5	0	27	9	64
Hispanic or Latino	3		26	25.5	15	50	23	12
	4		17	16.2	0	41	41	18
	5		17	14.7	47	41	6	6
Native Hawaiian or Pacific Islander	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
	5		2	1.7	--	--	--	--
White	3		4	3.9	--	--	--	--
	4		5	4.8	--	--	--	--
	5		4	3.4	--	--	--	--
Two or More Races	3		1	1.0	--	--	--	--
	4		1	1.0	--	--	--	--
Socioeconomically Disadvantaged	3		20	19.6	5	40	35	20
	4		9	8.6	--	--	--	--
	5		10	8.6	--	--	--	--
English Learners	3		6	5.9	--	--	--	--
	4		5	4.8	--	--	--	--
	5		14	12.1	7	36	21	36

**School Year 2014-15 CAASPP Assessment Results - Mathematics**  
**Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Students with Disabilities	3		7	6.9	--	--	--	--
	4		4	3.8	--	--	--	--
	5		5	4.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; 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 students with scores.

### C. Engagement

#### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, attending monthly Community Club meetings or simply attending school events.

Parents stay informed on upcoming events and school activities through ConnectEd (automated telephone message delivery system), volunteering in the classrooms and school wide events, the school marquee, school newsletters, the school website, teacher newsletters, district website, community club meetings, and school site council. Contact the front office at (909) 594-6483 for more information on how to become involved in your child's learning environment.

#### State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

#### School Safety Plan

The Comprehensive School Site Safety Plan was developed for Westhoff Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in August 2015.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.00	0.00	0.00
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.98	1.83	1.42
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

## 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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
<b>English Language Arts</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	22	22	23				3	3	3			
1	23	24	24				4	4	4			
2	26	25	27				4	4	4			
3	24	26	25				4	4	4			
4	32	34	35				1	1		2	2	3
5	34	29	29				1	4	4	3		

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	.50
Library Media Teacher (Librarian)	0.7
Library Media Services Staff (Paraprofessional)	0
Psychologist	0.50
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0.50
Resource Specialist	0
Other	1.4
Average Number of Students per Staff Member	
Academic Counselor	

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

### Professional Development provided for Teachers

All training and curriculum development activities at Westhoff Elementary School revolve around the California State Content Standards and Frameworks. During the 2014- 2015 school year Westhoff Elementary School held staff development and attended district provided professional development including:

- \*Professional Learning Communities
- \*GLAD strategies
- \*Imagine Learning for EL student support
- \*ELL strategies to support EL students
  - California \*State Standards
- \*CAASPP workshops
- \*Smarter Balanced Assessments
- \*Daily Café and Daily Five
- \*Differentiation for Special Needs Students
- \*Math Curriculum Training
- \*Close Read
  - Technology Training through professional conferences including CUE and Tech Coach workshops
  - Grade Level Articulation
- \*ADL trainings
- \*School Safety Presentation



FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,080	\$43,062
Mid-Range Teacher Salary	\$67,980	\$67,927
Highest Teacher Salary	\$94,790	\$87,811
Average Principal Salary (ES)	\$108,259	\$110,136
Average Principal Salary (MS)	\$116,368	\$115,946
Average Principal Salary (HS)	\$128,652	\$124,865
Superintendent Salary	\$244,140	\$211,869
Percent of District Budget		
Teacher Salaries	43%	39%
Administrative Salaries	5%	5%

#### Types of Services Funded

- Local Control Funding Formula (LCFF) Base
- Local Control Funding Formula (LCFF) Supplemental
- Special Education
- Title II
- Title III
- State Lottery
- Special Education

#### 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, the county, and the state. 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.

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$4,942	\$442	\$4,500	\$72,367
District	♦	♦	\$7,500	\$75,800
State	♦	♦	\$5,348	\$71,529
Percent Difference: School Site/District			-40.0	-6.2
Percent Difference: School Site/ State			-18.7	5.1

\* Cells with ♦ do not require data.