



White Oaks Elementary School

1901 White Oak Way • San Carlos, CA 94070 • 650-508-7317 • Grades K-4

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2013-14 School Accountability Report Card Published During the 2014-15 School Year

San Carlos Elementary School District

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District Governing Board

Carol Elliott

Kathleen Farley

Seth Rosenblatt

Nicole Bergeron

Adam Rak

District Administration

Dr. Craig Baker
Superintendent

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 by demonstrating compassion, cooperation, and acceptance as well as valuing cultural differences. Students will leave White Oaks as independent, successful, life-long learners, who work to their personal best, show perseverance when faced with challenges, and positively contribute to our ever-changing global community.

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 effort
- Follow the school guidelines
- Treat others with respect and dignity
- Care for personal, school, and others' property

Principal's Message

White Oaks is a neighborhood school committed to the development of the "whole child". Staff members collaborate to support and challenge students to grow academically, socially, and emotionally in these foundational elementary school years. Currently, we are implementing the Common Core State Standards as well as the San Carlos School District Strategic Plan. These efforts include a focus on project-based learning and technology-infused education. We are committed to ensuring mastery of skills and content, while inspiring curiosity and a zest for learning! Our school benefits from an outstanding teaching staff as well as the support and leadership of a forward-thinking school board and district office staff. We also benefit from critical community support through the efforts and commitment of the White Oaks Parent Teacher Association (PTA) and the San Carlos Education Foundation (SCEF).

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. 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/>.
- View this SARC online at the school and/or LEA Web sites.
- 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 and community members should contact the school at 650-508-7317.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	77
Gr. 1	67
Gr. 2	87
Gr. 3	72
Gr. 4	103
Total	406

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.5
American Indian or Alaska Native	0.2
Asian	8.4
Filipino	0.7
Hispanic or Latino	11.6
Native Hawaiian/Pacific Islander	0.2
White	67.5
Two or More Races	10.8
Socioeconomically Disadvantaged	3.0
English Learners	5.4
Students with Disabilities	5.2

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			
White Oaks Elementary School	12-13	13-14	14-15
Fully Credentialed	21	21	20
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
San Carlos Elementary School District	12-13	13-14	14-15
Fully Credentialed	◆	◆	161
Without Full Credential	◆	◆	0
Teaching Outside Subject Area of Competence	◆	◆	6

Teacher Misassignments and Vacant Teacher Positions at this School			
White Oaks Elementary School	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	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

2013-14 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
This School	94.12	5.88
Districtwide		
All Schools	87.27	12.73
High-Poverty Schools	0.00	0.00
Low-Poverty Schools	87.27	12.73

* 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 2014-15)

The school district held a public hearing on September 11, 2014, 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.

Textbooks and Instructional Materials

Year and month in which data were collected: August 29, 2013

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Houghton Mifflin Adopted in 2003
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	McGraw-Hill Adopted in 2012
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Delta Education: Foss Adopted in 2007
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Harcourt Adopted in 2002

School Facility Conditions and Planned Improvements (Most Recent Year)

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 17 classrooms, a multipurpose room/cafeteria, a library, a staff lounge, a computer lab, and one playground. Recent remodeling included upgrading of facilities.

Cleaning Process

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

School Facility Good Repair Status (Most Recent Year)

Year and month in which data were collected: 09 /27/20 13

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]	[]	[]	
Safety: Fire Safety, Hazardous Materials	[X]	[]	[]	
Structural: Structural Damage, Roofs	[X]	[]	[]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[]	[]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[]	[]	[]

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; 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.

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		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science				88	88	87	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). 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.

STAR 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		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	85	81	81	81	83	81	54	56	55
Math	88	90	86	78	80	78	49	50	50
HSS				83	80	79	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison

API Rank	2010-11	2011-12	2012-13
Statewide	10	10	10
Similar Schools	3	2	2

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6

* 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.

2013-14 CAASPP Results by Student Group

Group	Percent of Students Scoring at Proficient or Advanced		
	10-11	11-12	12-13
All Students in the LEA			
All Student at the School			
Male			
Female			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			
Students Receiving Migrant Education Services			

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in 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.

API Growth by Student Group – Three-Year Comparison

Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	0	3	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White		3	-14
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

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

At White Oaks, we partner with parents in a number of ways , and parent participation is exceptional. In the classrooms, parents support teachers by working on special projects, assisting in activities, driving on field trips, preparing materials and working with students in small groups. Outside the classroom, the PTA is very active supporting our learning community through their collaborative efforts in areas such as family events, parent education nights, the facilitation of our school wide Art-in-Action program, editing our weekly online newsletter and hosting our Cultural Arts Day! Parents also participate in the School Site Council (SSC) which meets monthly with teachers and the principal to discuss and monitor school goals. Parents also engage in districtwide committees through their participation on the PTA Coordinating Council, the San Carlos Hometown Days events, and the San Carlos Educational Foundation.

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

Safety of students and staff is a primary concern of White Oaks Elementary School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The School Site Safety plan is reviewed and updated annually in September. 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 periodically . Students are supervised by staff before school. during lunch and after school. There are designated areas for student drop off and pick up around the campus.

Suspensions and Expulsions			
School	11-12	12-13	13-14
Suspensions Rate	0.5	0.5	0.2
Expulsions Rate	0.0	0.0	0.0
District	11-12	12-13	13-14
Suspensions Rate	1.3	1.1	1.0
Expulsions Rate	0.0	0.0	0.0
State	11-12	12-13	13-14
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment x 100.

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.

2013-14 Adequate Yearly Progress Overall and by Criteria		
AYP Criteria	School	District
Made AYP Overall		
Met Participation Rate: English-Language Arts		
Met Participation Rate: Mathematics		
Met Percent Proficient: English-Language Arts		
Met Percent Proficient: Mathematics		
Met API Criteria		

2014-15 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2013-2014
Year in Program Improvement		Year 1
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		0.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	
Counselor (Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	.75
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist	1.0
Other	
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.

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	24	13	19	0	5	2	2		2	0		
Gr. 1	22.8	18	17	3	3	2	3	2	2	0		
Gr. 2	24.5	25	22	0			6	3	4	0		
Gr. 3	25.3	25	24	0			4	4	3	0		
Gr. 4	26	26	26	0			3	3	4	0		

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

FY 2012-13 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$47,226	\$41,535
Mid-Range Teacher Salary	\$69,786	\$64,101
Highest Teacher Salary	\$89,655	\$82,044
Average Principal Salary (ES)	\$105,037	\$104,336
Average Principal Salary (MS)	\$110,035	\$107,911
Average Principal Salary (HS)	\$0	\$102,488
Superintendent Salary	\$166,668	\$155,309
Percent of District Budget		
Teacher Salaries	42	41
Administrative Salaries	7	6

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$8,901	\$2,574	\$6,327	\$90,182
District	♦	♦	\$5,848	\$72,652
State	♦	♦	\$4,690	\$67,289
Percent Difference: School Site/District			8.2	24.1
Percent Difference: School Site/ State			34.9	34.0

Types of Services Funded at White Oaks Elementary School

Our school supports the varying educational needs of students through a variety of means. Student needs are often identified through teacher referrals and the Student Study Team (SST) process on campus. Based upon identified needs, varying levels of differentiation, accommodations, supports, models and programming are implemented including Response to Instruction and Intervention supports, English Language learners supports and services, as well as accommodations and services through Section 504 plans and special education. Services range from collaboration and consultation with specialists, to co-teaching and team-teaching models as well as direct intervention services.

Professional Development provided for Teachers at White Oaks Elementary School

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. Common Core Standards are being integrated into the curriculum.