

Westport Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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 <https://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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Westport Elementary School
Street	5218 South Carpenter Rd.
City, State, Zip	Modesto, CA 95358
Phone Number	209.556.1700
Principal	Jennifer Cervantes
Email Address	jcervantes@ceres.k12.ca.us
Website	http://wp.ceres.k12.ca.us/
County-District-School (CDS) Code	50-71043-6052468

Entity	Contact Information
District Name	Ceres Unified School District
Phone Number	209.556.1500
Superintendent	Scott Siegel, Ed.D.
Email Address	cpietanza@ceres.k12.ca.us
Website	www.ceres.k12.ca.us

School Description and Mission Statement (School Year 2019-20)

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

We believe the mission of Westport School is:

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

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

The culture at Westport is diverse. Students come from rural farms and small housing areas that are called "tracks." A large part of our population comes from an unincorporated area in South Modesto that is eight miles from the school. Of the approximately 425 students, 91% of the students receive free or reduced cost for breakfast and lunch, 65% are English Learners (EL's). The ethnic make-up approximately includes 85% Hispanic, 11% White, 18% migrant students and 10% special education. Approximately, 60% of the parents are not high school graduates, 25% are high school graduates, with the remainder having some college or being college graduates.

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

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	48
Grade 1	54
Grade 2	54
Grade 3	70
Grade 4	62
Grade 5	60
Grade 6	64
Total Enrollment	412

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Asian	0.5
Filipino	0.2
Hispanic or Latino	86.4
Native Hawaiian or Pacific Islander	0.2
White	12.4
Two or More Races	0.2
Socioeconomically Disadvantaged	93.4
English Learners	60.7
Students with Disabilities	8
Homeless	7

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	18	19	20	612
Without Full Credential	0	1	0	35
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	34

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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 2019-20)

Year and month in which data were collected: 2019/10

The school district held a public hearing on September 12, 2019, 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, 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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 Accelerate Learning STEMScopes California (2019)	Yes	0%
History-Social Science	California Studies Weekly (2017)/2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

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

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

Year and month of the most recent FIT report: 9/25/2019

System Inspected	Rating	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	
Safety: Fire Safety, Hazardous Materials	Good	Classroom 19: There are chemicals underneath the sink. Classroom 23: There is rubbing alcohol underneath the sink. Nurse's Office: There is a chemical bottle left out on the counter.
Structural: Structural Damage, Roofs	Good	Multipurpose Room: There is a large crack on the floor.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Exemplary	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	40	39	42	38	50	50
Mathematics (grades 3-8 and 11)	27	27	25	25	38	39

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	245	99.19	0.81	39.18
Male	114	112	98.25	1.75	35.71
Female	133	133	100.00	0.00	42.11
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	217	216	99.54	0.46	37.50
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	28	27	96.43	3.57	51.85
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Socioeconomically Disadvantaged	232	230	99.14	0.86	37.39
English Learners	194	194	100.00	0.00	37.11
Students with Disabilities	27	26	96.30	3.70	7.69
Students Receiving Migrant Education Services	20	20	100.00	0.00	25.00
Foster Youth					
Homeless	18	18	100.00	0.00	22.22

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 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	247	244	98.79	1.21	27.46
Male	114	111	97.37	2.63	25.23
Female	133	133	100.00	0.00	29.32
Black or African American					
American Indian or Alaska Native					
Filipino	--	--	--	--	--
Hispanic or Latino	217	215	99.08	0.92	26.05
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	28	27	96.43	3.57	40.74
Two or More Races					
Socioeconomically Disadvantaged	232	229	98.71	1.29	25.76
English Learners	194	194	100.00	0.00	26.29
Students with Disabilities	27	26	96.30	3.70	3.85
Students Receiving Migrant Education Services	20	20	100.00	0.00	25.00
Foster Youth					
Homeless	18	17	94.44	5.56	5.88

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
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	24.2	22.6	25.8

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2019-20)

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

- Regular communication: Hoofprints Newsletter, Parent Communication folders, Newspaper articles, Parent Handbook, Progress Reports
- Regular meetings: regularly scheduled ELAC meetings, four annual School Site Council meetings, Back to School Night, Open House
- Monthly Principal Coffee Club informal parent meetings with Westport principal and site staff
- Parent and community classroom volunteers
- Community events: Rotary Read-In, Career Fair, Letters to Santa, etc.
- Family Events: parent visitation day, movie nights, end of year family BBQ, etc.

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

State Priority: School Climate

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

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	3.8	2.7	2.9	10.1	7.0	6.2	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.3	0.3	0.4	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety is a top priority to the staff, families and students of Westport Elementary. The safe school plan is revised each year with the input of both staff and the School Site Council. Data is collected on school safety through annual surveys to parents, students and staff. Surveys are administered each fall and the safety plan is revised by March of each year. The last School Safety Plans were revised and approved on 1/30/19.

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

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

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

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	18	3			20	1	2		16	3		
1	23		3		20	3			18	3		
2	23		3		23		3		18	3		
3	21	1	2		24		3		23		3	
4	33		1	1	29		2		31		2	
5	31		2		31		2		30		2	
6	29		2		30		2		32		2	
Other**												

*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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	.0

*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.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	1.0
Other	1.0

*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 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	8569.22	1644.79	6924.43	80869.18

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
District	N/A	N/A	7103.79	\$78,954.00
Percent Difference - School Site and District	N/A	N/A	-2.6	2.4
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	-8.1	-1.4

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 2018-19)

General and Categorical funding is strategically used to increase student learning results. Categorical funds are used to support goals and action plans in the School Plan for Student Achievement. These funds are used to purchase supplemental instructional resources which support students through electronic technology and software, additional learning and practice opportunities, and extended learning beyond the normal school day.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$51,742	\$51,374
Mid-Range Teacher Salary	\$76,883	\$80,151
Highest Teacher Salary	\$103,252	\$100,143
Average Principal Salary (Elementary)	\$117,671	\$126,896
Average Principal Salary (Middle)	\$118,995	\$133,668
Average Principal Salary (High)	\$137,253	\$143,746
Superintendent Salary	\$234,274	\$245,810
Percent of Budget for Teacher Salaries	34%	35%
Percent of Budget for Administrative Salaries	6%	5%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	13	13	10

In the 2017-2018 school year, the school site had planned 10 collaboration/early release days and 5 professional development days. Furthermore, in the 2018-2019 school year, the school site has planned 10 collaboration/early release days and 5 professional development days. For 2019-2020, the school site has planned collaborative professional development days in cooperation with other sites from CUSD focused specifically in the area of math practices and unit planning. In addition to the school-wide support, each grade level team will work with guidance and support from the site instructional coach to further develop unit plans, along with the 10 collaboration/early release days.

Staff development is a critical component to teacher and student success, and Ceres Unified School District is dedicated to a variety of professional development opportunities for staff. Every other Monday after school is dedicated to department and grade level meeting times, for teachers to collaborate, learn strategies, and develop action plans to meet identified student needs.

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

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

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

The following statements characterize educational practice at Westport Elementary School:

1) Opportunities are provided to share, discuss, and reflect on professional readings and to develop new materials and activities.

2) Professional development activities during staff meetings & professional development days are determined by program needs and survey results. Staff development is also provided through staff meetings, district inservices, informal teacher inservices and sharing opportunities, and outside conferences. All staff are offered and encouraged to participate in a variety of inservice training. Teachers are provided release days throughout the year for grade level articulation and planning. Paraprofessionals meet on a regular basis to discuss the program and receive training based on program needs.

3) The comprehensive staff development program is site-directed and aimed at improved academic achievement for all student sub-groups with particular emphasis on language/vocabulary development as well as lessons designed with both thorough concept and skill development.

The district participates in Induction at both the district and county level, as well as other county and state approved formal training programs dedicated to improving teacher quality. In addition, the district fully supports classroom teachers with a cadre of full time staff developer/coaches who can assist with the implementation of curriculum and strategies.

School sites must include a professional development plan and budget in their school site plan. Activities can include attendance at summer institutes, after school or Saturday workshops, teacher release days to attend conferences, and grade level or department release days for in depth professional development. All professional development is aligned to the district strategic plan. The goal of all professional development is to increase student achievement.