

Whitmore Charter School of Technology

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	Whitmore Charter School of Technology
Street	3435 Don Pedro Rd.
City, State, Zip	Ceres, CA 95307
Phone Number	209.556.1610
Principal	Sarah Olson
Email Address	saolson@ceres.k12.ca.us
Website	http://wcs.ceres.k12.ca.us/
County-District-School (CDS) Code	WCS 50710430107128

Entity	Contact Information
District Name	Whitmore Charter School of Arts/Technology
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)

At Whitmore Charter Schools, we are committed to the support of families and students in meeting rigorous academic standards, to promoting experiential, life-long learning skills, and to building a unique learning community which recognizes that parental involvement and partnership in education are critical for student success. Our goal is to provide all students with a challenging, technology-infused curriculum which emphasizes critical thinking skills and practical applications through student-centered instructional delivery methods that engage the mind and meet the unique learning needs of individual students. We are committed to promoting academic excellence, accountability, character development, and the personal responsibility of each student for their own education. Students of the Whitmore Charter School of Arts and Technology are prepared to enter the 21st Century as self-motivated, independent, critical thinkers and decision makers who understand how to use technology as a valuable tool for learning, creativity and productivity, and who recognize that education is a life-long process.

Whitmore Charter School of Arts and Technology (WCSAT) is located in the south east area of Ceres and is in the Ceres Unified School District. The school was opened in 2003 and moved to its current location in the fall of 2007. The school includes 38 classrooms, a cafeteria, a library, an administration office and two outdoor play areas, including two playground structures.

Whitmore Charter School of Arts and Technology is a kindergarten through eighth grade school with approximately 425 students. School staff includes a principal, assistant principal, learning director, twenty-five certificated teachers, one resource specialist, seven paraprofessionals, one library clerk, nurse, health clerk, speech pathologist, psychologist, an office manager, an attendance secretary, an office clerk and ten other staff members, which include cafeteria, custodial, and yard duty staff members.

Students in grades kindergarten through fifth grade have the opportunity to attend dance, drama, art, music, or physical education daily. Students at these grade levels also receive additional instruction in technology multiple times a week.

The school year consists of 180 instructional days with six minimum days for parent conferencing. The students have 350 instructional minutes per day. The school has a Parent Booster Club that supports extra-curricular programs, classroom budgets, special events and facilities for the school.

Supplemental programs include the following: after school Academic Intervention Program, ASES (after school enrichment program) and designated intervention time which is incorporated into the regular school day for K-5 students. Various services for students are available, including Speech and Language development services and Resource programs that are provided as part of Special Education services. Resource students are all mainstreamed and English Language Learners are all provided support thorough interventions within the regular classroom setting.

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

Grade Level	Number of Students
Kindergarten	44
Grade 1	44
Grade 2	44
Grade 3	44
Grade 4	50
Grade 5	49
Grade 6	50
Grade 7	50
Grade 8	50
Total Enrollment	425

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.7
Asian	5.2
Filipino	2.1
Hispanic or Latino	52.2
Native Hawaiian or Pacific Islander	0.5
White	35.8
Two or More Races	2.8
Socioeconomically Disadvantaged	41.2
English Learners	12.7
Students with Disabilities	8
Homeless	0.5

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	24	21	19	612
Without Full Credential	2	2	3	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	1

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-5 Benchmark Advance (2017)/2017; Grades 6-8 Springboard (2017)	Yes	0%
Mathematics	Grades K-8 Houghton Mifflin Harcourt Go Math (2015)	Yes	0%
Science	Grades K-6 Accelerate Learning STEMScopes California (2019) Grades 7-8 Accelerate Learning STEMScopes California (2019)	Yes	0%
History-Social Science	Grades K-5 Studies Weekly (2018); Grades 6-8 TCI History Alive (2018)	Yes	0%
Foreign Language	Yes	Yes	

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Health	Yes	Yes	
Science Laboratory Equipment (grades 9-12)	Yes		

School Facility Conditions and Planned Improvements (Most Recent Year)

Our facilities are neat, clean, and in good working order. Facility inspections occur regularly to identify immediate concern for repair. Twice a year, a thorough inspection occurs by a team comprised of site and district personnel to identify future areas to address and prioritize facility needs. Our school regularly earns a rating of “9” or “10” on 1-10 scale.

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: 2/28/2018

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	Primary Boys Restroom: There is a sink that is non-operational.
Safety: Fire Safety, Hazardous Materials	Good	Advisory Teachers Office: There is a piggybacked extension cord. Classroom 15: There are chemicals out or under the sink area. Classroom 29: There are chemicals out or under the sink area. Classroom 3: There are beanbag chairs that have not been fire treated. Classroom 6: There are beanbag chairs that have not been fire treated. There are chemicals out or under the sink area.
Structural: Structural Damage, Roofs	Good	

System Inspected	Rating	Repair Needed and Action Taken or Planned
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	
Overall Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in 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)	73	62	42	38	50	50
Mathematics (grades 3-8 and 11)	38	35	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	294	290	98.64	1.36	62.07
Male	154	152	98.70	1.30	61.18
Female	140	138	98.57	1.43	63.04
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Asian	15	15	100.00	0.00	93.33
Filipino	--	--	--	--	--
Hispanic or Latino	146	143	97.95	2.05	54.55
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	110	109	99.09	0.91	67.89
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	145	144	99.31	0.69	51.39
English Learners	52	51	98.08	1.92	49.02
Students with Disabilities	24	22	91.67	8.33	27.27
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	294	291	98.98	1.02	35.40
Male	154	153	99.35	0.65	39.87
Female	140	138	98.57	1.43	30.43
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	15	15	100.00	0.00	80.00
Filipino	--	--	--	--	--
Hispanic or Latino	146	143	97.95	2.05	31.47
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	110	110	100.00	0.00	35.45

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	145	145	100.00	0.00	31.72
English Learners	52	51	98.08	1.92	37.25
Students with Disabilities	24	23	95.83	4.17	26.09
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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	20.0	14.0	52.0
7	20.4	6.1	63.3

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)

Parent involvement and engagement in each child's educational process is supported and encouraged at Whitmore Charter School of the Arts and Technology (WCSAT) as a crucial element to student success. Parents or guardians are encouraged to monitor and help their children with their daily homework, projects, research and other studies at home. In addition to working directly with their own child(ren), each parent or guardian is encouraged to volunteer in the classroom, on field trips, in fundraisers, and at special school events and activities.

The WCSAT School Site Council is comprised of site/district administrator(s), teachers, community members, and parents who have been elected by their peers. The school also works with parents to develop and adopt a set of parent involvement policies and strategies. The School Site Council meets regularly to review policy decisions. Additionally, the School Site Council focuses on specific issues faced by various groups of students, including ELL students and disadvantaged families. Opportunities for parent involvement are publicized in our newsletters and in our ParentSquare system in the form of emails, text messages and phone calls.

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	2.1	2.5	2.3	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)

Whitmore Charter School of Arts and Technology plans and executes regular fire drill practices, earthquake drill practices and periodic lockdown practices in partnership with the Ceres Police Department and Ceres Fire Department. All fire exits are clearly marked and the fire drill procedure for each classroom is prominently posted by the door. In addition, safety issues are addressed as needed by the leadership team and safety committee which consist of classroom teachers, classified staff and administration. WCSAT works closely with Ceres Unified School District to maintain compliance with safety issues. District administration visit the site to ensure that safety issues are/have been addressed adequately. School administration utilizes "ParentSquare" to keep parents apprised of any emergency that arises and actions taken by administration to address the dangers.

The Safe School Plan is reviewed and modified each year, as needed. The Safe School Committee, comprised of administrators and teachers, recommends changes based on review of information.

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 Average Class Size	2016-17 # of Classes*			2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	22		2		22		2		22		2	
1	22		2		22		2		22		2	
2	22		2		22		2		22		2	
3	22		2		22		2		22		2	
4	25		2		25		2		25		2	
5	25		2		25		2		25		2	
6	25		14		25		14		25		17	
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)	.5

*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	11376.93	2738.39	8638.53	67273.71

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	19.5	-16.0
State	N/A	N/A	\$7,506.64	\$82,031.00
Percent Difference - School Site and State	N/A	N/A	14.0	-19.8

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)

Educational services funded at Whitmore Charter School of Arts and Technology include direct instructional and support services, administrative services, curriculum and supplies, and related expenditures.

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	5	5	5

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. In addition to the five non-student professional development days noted above, the site dedicates three Mondays a month after school to department and grade level meeting times, for teachers to review benchmark data, collaborate, learn strategies, and develop action plans to meet identified student needs. Teachers are also provided with early release collaboration time one Wednesday a month.

Staff development is accomplished through participation in district sponsored professional development opportunities and through site based opportunities.

The district participates in Induction and 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 instructional 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.