

Student Enrollment by Grade Level (School Year 2017—18)

Last updated: 1/23/2019

Student Enrollment by Student Group (School Year 2017—18)

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

	School 2016 —17	School 2017 —18	School 2018 —19	District 2018— 19
Teachers				
With Full Credential				

Last updated: 1/18/2019

Teacher Misassignments and Vacant Teacher Positions

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.

Last updated: 1/18/2019

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018–19)

Year and month in which the data were collected: October 2018

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012 *new adoption planned for 2019-20	Yes	0.0%
Mathematics	McGraw Hill My Math, grades TK-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0%
Science	Scott Foresman Science, c2008 - adopted 2008	Yes	0.0%
History-Social Science	McGraw Hill California Vistas, c2007 - adopted 2007	Yes	0.0%
Foreign Language	N/A		0.0%
Health	N/A		0.0%
Visual and Performing Arts	N/A		0.0%
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0%

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

Last updated: 6/1/2019

School Facility Conditions and Planned Improvements

WCCUSD takes great effort to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/15/2019

School Facility Good Repair Status

Year and month of the most recent FIT report: July 2018



Overall Facility Rate

Year and month of the most recent FIT report: July 2018

Last updated: 6/24/2019

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

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 10 or less.

Last updated: 1/23/2019

Last updated

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017–18)

CAASPP Test Results in Mathematics

Disaggregated by Student Group, Grades Three Through Eight and Grade Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	201	198	98.51%	19.70%
Male	113	110	97.35%	20.91%
Female	88	88	100.00%	18.18%
Black or African American	29	29	100.00%	13.79%
American Indian or Alaska Native				
Asian	14	14	100.00%	50.00%
Filipino	11	11	100.00%	27.27%
Hispanic or Latino	139	137	98.56%	17.52%
Native Hawaiian or Pacific Islander				
White	--	--	--	
Two or More Races	--	--	--	
Socioeconomically Disadvantaged	184	181	98.37%	20.99%
English Learners	143	142	99.30%	20.42%
Students with Disabilities	24	22	91.67%	
Students Receiving Migrant Education Services				
Foster Youth	--	--	--	

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.

Last updated: 1/23/2019

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

Last updated: 1/28/2019

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State Priority: Parental Involvement

The SARC provides the following information for the state of Florida:

State Priority: Pupil Engagement

Last updated: 1/11/2019

The SARC provides the following information relevant to the state priority:

more

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

	School	School	School	District	District	District	State	State	State
Rate	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18	2015—16	2016—17	2017—18
Suspensions	2.4%	1.7%	2.2%	6.3%	5.9%	5.8%	3.7%	3.7%	3.5%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%

Last updated: 1/23/2019

School Safety Plan (School Year 2018—19)

Last updated: 1/24/2019

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.

Types of Services Funded (Fiscal Year 2017–18)

The following are programs/services available at the school that support and assist students:

- STREAMLINE BUILDERS
- CA ASSOC FOR BILINGUAL EDUCATION
- EARTH ISLAND INSTITUTE INC
- FAMILIAS UNIDAS
- RENAISSANCE LEARNING
- THE MINDFUL PROJECT
- LOVE LEARN SUCCESS
- TEACHERS COLLEGE, COLUMBIA UNIVERSITY WRITING INSTITUTE

Last updated: 1/9/2019

Teacher and Administrative Salaries (Fiscal Year 2016–17)

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

Last updated: 1/28/2019

Professional Development

Last updated: 1/11/2019