

Wescove Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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 <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 principal or the district office.

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 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

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Wescove Elementary School
Street	1010 West Vine Avenue
City, State, Zip	West Covina, CA 91790
Phone Number	(626) 939-4870
Principal	Rick Ortega
E-mail Address	rortega@wcusd.org
Web Site	http://wescove.wcusd.org/
CDS Code	19-65094-6023543

District Contact Information	
District Name	West Covina Unified School District
Phone Number	(626) 939-4600
Superintendent	Charles Hinman, Ed.D.
E-mail Address	chinman@wcusd.org
Web Site	http://www.wcusd.org/

School Description and Mission Statement (School Year 2018-19)

The mission of Wescove School is to provide a safe and supportive environment that fosters high levels of learning for our diverse learning community.

All students will participate in a comprehensive and balanced language arts program that includes reading, oral and written language to meet the state's proficiency and advanced levels of student academic achievement. This program encompasses phonological awareness, phonics instruction, guided oral reading practice and fluency, vocabulary instruction, comprehension instruction, and writing. This also includes the development of fluency and comprehension skills of informational text, as well as a focus on developing an appreciation of literature. Our math program will develop students' ability to think, communicate, draw on mathematical ideas, and use mathematical tools and techniques to solve challenging problems to meet the state's proficient and advanced levels of student academic achievement. The mathematics curriculum is designed to offer students an in-depth and comprehensive understanding of mathematical computations, concepts, and applications. Kindergarten through second grade English Learner students who are assessed on the ELPAC (English Language Proficiency Assessment for California) and score less than reasonable levels of fluency in English receive a minimum of 30 minutes of daily English Language Development (ELD) instruction at their fluency level. In addition, our ELs access the core content subjects through Specially Designed Academic Instruction in English (SDAIE) and primary language support. Standards-based ELD instruction focuses on essential English listening, speaking, reading, writing skills, and is directed to students' English proficiency levels.

Students in need of specialized instruction are mainstreamed as much as possible into the general education setting per their IEP goals. Special Education teachers work collaboratively with General Education teachers to plan instructional opportunities aligned to the core curriculum. Modifications are made to make the core curriculum accessible to students. In addition, as appropriate, our Special Education students attend an Extended School Year (ESY) program in the summer to help maintain the knowledge learned during the regular school year. The Teacher On Special Assignment (TOSA) has welcome meetings with foster youth to ensure they have all the necessary resources to be successful at Wescove. Moreover, she monitors their academic progress and recommends for intervention as needed to help address any achievement gaps.

High-quality ongoing professional development for the principal, teachers, and paraprofessionals focuses on standards-based programs and scientifically research-based instructional strategies and practices that have demonstrated effectiveness in improving the academic achievement of all students. These trainings are designed to support the implementation of an effective literacy and math program. The trainings are consistent with the Local Control Accountability Plan (LCAP) and the school's School Plan for Student Achievement (SPSA). The professional development sessions focus on Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS); Thinking Maps; Write from the Beginning and Beyond (WFTBB); English Language Development (ELD) with an emphasis on developing Tier II and Tier III vocabulary; Response to Intervention for targeted groups (ELs, Foster Youth, Low-Income, Special Education); Capturing Kids Hearts (CKS) which focus on classroom management and school-wide Positive Behavior Support.

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

Grade Level	Number of Students
Kindergarten	106
Grade 1	75
Grade 2	72
Total Enrollment	253

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	6.7
American Indian or Alaska Native	0.0
Asian	13.0
Filipino	1.6
Hispanic or Latino	74.7
Native Hawaiian or Pacific Islander	1.2
White	2.0
Socioeconomically Disadvantaged	77.1
English Learners	20.6
Students with Disabilities	9.1
Foster Youth	1.6

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			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	21	21	15	424
Without Full Credential	0	0	1	11
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
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 2018-19)

Year and month in which data were collected: September 2018

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Company, Benchmark Advance (2017)	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Mathematics	Pearson Scott Foresman, enVision Math (2015)	Yes	0%
Science	Macmillan/McGraw Hill, California Science (2008)	Yes	0%
History-Social Science	Pearson Scott Foresman, California History-Social Science (2006) <ul style="list-style-type: none"> Not selected from the 2017 list of standards-based materials adopted by the State Board of Education. 	No	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Wescove has received a school rating of exemplary on the latest School Facility Condition Evaluation. Some of the areas that were inspected include: gas leaks, mechanical systems, sewer, restrooms and overall cleanliness, among others. In addition, the fire equipment and emergency systems were tested and appeared to be functioning properly. The playground and school grounds were also found in clean, safe and functional condition. There were no broken/malfunctioning gates, windows or fences found at the school.

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

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: November 2018		
System Inspected	Repair Status	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	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: November 2018	
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 English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

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**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

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.

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 2018-19)

Parents take an active role in their child's education by participating in a variety of school programs which include: PTA, School Site Council, English Learner Advisory Committee, parent education workshops, classroom volunteering, and special events. In addition, parents attend workshop/trainings held on campus by the principal, TOSA, and classroom teachers. Parents volunteer in the office as well. Our PTA provides many opportunities for families to come together and support the school's vision.

Parents who are interested in volunteering should contact the school's office manager at (626) 939-4870.

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			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	2.2	1.7	1.3	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

Wescove believes that all children deserve a safe learning environment. Every year, the school reviews a safety plan in accordance with District guidelines. In addition, Wescove holds monthly emergency drills which include: 1) earthquake, 2) fire, 3) lockdown, and 4) armed intruder drills.

Wescove's Safety Plan provides appropriate programs and strategies to ensure the safety of students, parents and staff members and includes: a) Child Abuse Reporting Procedures, b) Disaster Response Procedures, c) Disaster Preparedness Drill Log, d) Discipline Policies, e) Procedures for Notifying Teachers about Dangerous Pupils, f) Discrimination, Harassment, Bullying and Hate Crime Policies/Procedures, g) School-wide Dress Code Prohibiting Gang-Related Apparel, h) Procedures for Safe Ingress and Egress from school, i) Procedures to Ensure a Safe and Orderly Environment, j) Rules and Procedures on School Discipline, k) Crisis Intervention Handbook and, l) Suicide Risk Assessment Handbook.

The School Site Council approved the School Safety Plan on January 29th, 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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	1	4		20	1	5		19	4	2	
1	22		4		24		3		24		3	
2	18	5			23		4		23		3	

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.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	1	N/A
Social Worker	0	N/A
Nurse	.25	N/A
Speech/Language/Hearing Specialist	3.6	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*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 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,165	\$2,991	\$7,174	\$78,989
District	N/A	N/A	\$6,464	\$78,647
Percent Difference: School Site and District	N/A	N/A	10.4	0.4
State	N/A	N/A	\$7,125	\$76,522
Percent Difference: School Site and State	N/A	N/A	0.7	3.2

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 2017-18)

Wescove receives Title I funds to improve instructional practices and increase student achievement levels. Teachers provide English language development instruction to increase our English learners' proficiency levels in English. In addition, teachers provide targeted reading intervention during the school day using supplemental materials such as Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS) and Lexia to close the achievement gap in reading fluency and comprehension. To successfully implement these two programs, we issued every K-2 student a chrome book for school and home use. We also provide an after school Math intervention class for our struggling and at-risk students to close the achievement gap in mathematics.

Students with special needs receive a full range of options to meet their educational needs in the least restrictive environment (LRE). When a child is identified as possibly needing special education services, the Student Success Team (SST) meets with the program specialist to identify the student's strengths, discuss any concerns, and review interventions already tried, design/modify an action plan and provide support. Wescove has assigned a site liaison for foster/homeless youth whose role is to provide support to the student and family. The liaison welcomes new students, monitors their progress and meets with the families and students every year to provide assistance. At Wescove, we ensure that foster youth and homeless students have access to resources including but not limited to: counseling, school supplies or services from external agencies.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,682	\$47,547
Mid-Range Teacher Salary	\$78,802	\$74,775
Highest Teacher Salary	\$97,502	\$93,651
Average Principal Salary (Elementary)	\$123,918	\$116,377
Average Principal Salary (Middle)	\$127,896	\$122,978
Average Principal Salary (High)	\$149,527	\$135,565
Superintendent Salary	\$252,299	\$222,853
Percent of Budget for Teacher Salaries	33.0	35.0
Percent of Budget for Administrative Salaries	6.0	6.0

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

Professional Development (Most Recent Three Years)

High-quality, ongoing professional development for the principal, teachers, and paraprofessionals is focused on standards-based programs which are aligned to scientifically research-based instructional strategies and practices. Some examples of Professional Development training include Professional Learning Communities (PLC), Capturing Kids Hearts (CKH), SIPPS, iReady, Eureka Math, and Common Core State Standards (CCSS). Every Wednesday is a shortened day for students in order for teachers to attend regularly scheduled professional development training or grade-level meetings to increase student achievement. In addition, we had two full-day staff development meetings at the beginning of the school year and one during the school year. The protected time for professional development contributes to the success of students as teachers learn new strategies to increase students' academic achievement levels.

During the 2016-17 school year, teachers participated in 5 full days of professional development as well as 20 after school meetings on our early release days. In the 2017-18 school year, teachers participated in 8 full days of professional development as well as 19 after school meetings on our early release days. For our current school year 2018-19, teachers will participate in 9 full days of professional development and 21 after school meetings on our early release days.