

Weston Elementary

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	Weston Elementary
Street	1660 Stanley Dr.
City, State, Zip	Ripon, CA 95366-3200
Phone Number	(209) 599-7113
Principal	Lisa Fereria
Email Address	lfereria@riponusd.net
Website	Www.westonelementary.com
County-District-School (CDS) Code	39686506106322

Entity	Contact Information
District Name	Ripon Unified District
Phone Number	(209) 599-2131
Superintendent	Ziggy Robeson
Email Address	zrobeson@riponusd.net
Website	www.riponusd.net

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

Weston Elementary School opened in August 1986, as a K-3 school. Within three years Weston had two classes in all grades K-8. Classrooms consisted of portables with one permanent structure in the center of the campus which was the office and Multi Use Building. During the 2014-15 school year, Weston was completely rebuilt to include 2 permanent classroom buildings, a new Multi Use Building and a modernized central service building that was the old Multi Use Building. The new campus was re-opened in August of 2015. Currently, Weston has two classes of students in grades K-8. Average classroom size across grades K-3 is 24. Average class size in grades 4-6 is 27 and the average class size in grade 7-8 is 27.75. Weston has two Learning Center teachers that service special needs students in addition to general education students who qualify for help as determined by benchmark and progress monitoring assessments. Weston serves 471 students in grades K-8. Students are primarily from "middle class" homes with 29.64% determined as being socioeconomically disadvantaged. Weston student body consists of approximately 5.97% English Learners, 7.46% Limited English Proficient (EL's and RFEP's), 8.74% Students with Special Needs and an overall ethnic make-up of: 59.91% Caucasian, 29% Hispanic, 3.41% Asian, .43% Black/African American, .21% Hawaiian/Pacific Islander, and 4.69% Multiple Race/ethnicity. (all info pulled from CBEDS 2019)

As of 2019-20, there are five K-8 elementary schools, one comprehensive high school and one continuation high school that operate on a traditional calendar of instruction. All K-8 instruction is provided in self-contained environments where students receive instruction from one homeroom teacher. Beginning in 5th grade, students are given the opportunity to receive special instruction in band from a district music teacher. All students in grades 4-8 receive physical education instruction from a credentialed PE teacher 2-3 times each week. Our school staff includes 21 credentialed teachers, one administrator and the following support personnel: one classroom support aide (CSA), one full time Learning Center Aide, two part time Learning Center aides, two secretaries, one library clerk, one bilingual liaison, one Speech and Language aide, one PE aide, and two custodians.

Our school has an active Parent Faculty Association (PFA), English Learners Advisory Committee (ELAC), Leadership Team and Student Study Team.

Mission: We provide an educational environment where students learn to think and problem solve in order to prepare them for higher education and the workforce.

Vision:

Our school will be a haven for harmony, courtesy, safety, and self-worth. We will embrace an atmosphere of goodwill and energy that creates a sense of belonging and family. We will teach in a way that addresses all modalities of learning. We will offer a variety of academic activities in an attempt to create an inclusive environment; so all students can be actively involved in learning. We will find ways to make learning enjoyable by appreciating creativity and having a good time in a respectful manner. Love and Logic principles are encouraged along with positive behavioral intervention strategies.

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

Grade Level	Number of Students
Kindergarten	47
Grade 1	46
Grade 2	48
Grade 3	51
Grade 4	52
Grade 5	58
Grade 6	51
Grade 7	55
Grade 8	62
Total Enrollment	470

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.4
Asian	2.6
Filipino	1.9
Hispanic or Latino	28.7
Native Hawaiian or Pacific Islander	0.2
White	62.6
Two or More Races	3.6
Socioeconomically Disadvantaged	29.6
English Learners	6.4
Students with Disabilities	9.8
Foster Youth	0.4
Homeless	3.2

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	19	20	20.5	157.5
Without Full Credential	1	1	0	2
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	3

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: August 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw-Hill Education; 2016 TK: World of Wonders K-5: CA Wonders 6-8: CA Study Sync	Yes	0
Mathematics	McGraw-Hill Education; 2014 TK-2: MY MATH Houghton Mifflin Harcourt; 2014 3-5: Math In Focus 6-8: Math In Focus	Yes	0
Science	Amplify K-8	Yes	0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
History-Social Science	Harcourt School Publishers; 2007 K-5: Reflections Glencoe McGraw-Hill; 2007 6-8: Discovering Our Past, CA Series: Ancient Civilizations, Medieval & Early Modern Times, The American Journey to WWI		0
Health	Too Good For Drugs		0

School Facility Conditions and Planned Improvements (Most Recent Year)

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: June 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	
Structural: Structural Damage, Roofs	Good	
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)	60	70	60	64	50	50
Mathematics (grades 3-8 and 11)	50	57	45	45	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	326	321	98.47	1.53	69.78
Male	168	166	98.81	1.19	63.86
Female	158	155	98.10	1.90	76.13
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	62.11
Native Hawaiian or Pacific Islander					
White	200	195	97.50	2.50	70.77

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	15	15	100.00	0.00	93.33
Socioeconomically Disadvantaged	101	98	97.03	2.97	61.22
English Learners	27	27	100.00	0.00	48.15
Students with Disabilities	37	36	97.30	2.70	27.78
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	326	321	98.47	1.53	57.32
Male	168	166	98.81	1.19	56.02
Female	158	155	98.10	1.90	58.71
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	95	95	100.00	0.00	50.53
Native Hawaiian or Pacific Islander					
White	200	195	97.50	2.50	58.97
Two or More Races	15	15	100.00	0.00	60.00
Socioeconomically Disadvantaged	101	98	97.03	2.97	42.86
English Learners	27	27	100.00	0.00	51.85
Students with Disabilities	37	36	97.30	2.70	30.56
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
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	23.6	32.7	23.6
7	13.2	32.1	26.4

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)

Weston Elementary has a very active and supportive Parent Faculty Association (PFA). The continual efforts and financial contributions of the PFA have allowed for the purchase of laptops for all teachers, web based Accelerated Reading Program, as well as field trips at every grade level. PFA continues to provide needed financial support for classrooms as individual teacher needs arise. All parents are encouraged to attend PFA meetings and assist with fundraising, but to also gain knowledge as to what special events are going on at their child's school. The school principal, office staff and PFA board are the contacts for parents seeking school involvement.

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	0.9	0.7	1.2	4.2	3.7	2.6	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

The Safe Schools Plan is in use by Weston Elementary and is updated as needed at quarterly Safety Committee meetings. The Ripon Police Department provides input to the plan. Over the course of the 2013-14 school year a comprehensive Safety plan was created for all RUSD school sites with full implementation of plans occurring during the 2014-15 and subsequent school years. The Weston School Safety plan is approved by SSC annually and procedures are reviewed with staff monthly. Each teacher has received a RED FlipChart for use in their classroom for emergency response procedures. Teachers review safety procedures with students over the course of the school year.

Safety Plan review and approval: 9/30/19

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* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	22		2		21	1	1		24		2	
1	23		2		23		2		23		2	
2	25		2		25		2		24		2	
3	26		2		23		2		26		2	
4	25		2		27		2		26		2	
5	26		2		25		2		29		2	
6	31		2		26		2		28		2	
Other**	31		3		31		3		30		4	

*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

*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	9205.40	1876.69	7328.71	70030.06
District	N/A	N/A	7508.87	\$69,803.00
Percent Difference - School Site and District	N/A	N/A	-2.4	0.9
State	N/A	N/A	\$7,506.64	\$72,949.00
Percent Difference - School Site and State	N/A	N/A	5.8	-2.6

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)

Weston's 2018-19 Response to Intervention team included two full time teachers. These teachers have the task of meeting the IEP needs of students on campus as well as providing push-in interventional services across all grades. Additional staff includes a health aide on site all day, a district P.E. teacher 2-3 days per week for grades 4-8; a district psychologist whose primary function is to service students referred for special education & counseling; a speech therapist 2-3 days a week; and one full time bilingual aide servicing students in classrooms daily.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$46,330	\$46,208
Mid-Range Teacher Salary	\$66,933	\$72,218
Highest Teacher Salary	\$90,337	\$92,742
Average Principal Salary (Elementary)	\$114,171	\$134,864
Average Principal Salary (Middle)	\$0	\$118,220
Average Principal Salary (High)	\$124,218	\$127,356
Superintendent Salary	\$170,645	\$186,823
Percent of Budget for Teacher Salaries	38%	33%
Percent of Budget for Administrative Salaries	6%	6%

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	4	5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period. CAASPP data and district benchmark data, as well as teacher surveys, are used to determine professional development needs.

Weston Elementary utilizes site and district funds for professional development opportunities and grade level meetings with teachers to monitor student progress. STAR 360 Renaissance assessments are used to monitor student progress over the course of the school year. STAR 360 assessments are given approximately once every 6-8 weeks. Professional development has focused upon the rigor of the new Common Core standards and implementing highly effective instructional strategies with our new Science adoption and English Language Learners. Teachers participate in a variety of trainings on site, as well as attending workshops and conferences off site. Teachers observe each other during lesson execution to learn from each other and watch student learning. Lesson observation among classrooms is arranged by the Principal in an effort to support Teacher and Student learning. Professional development days over the past three years include: five days for 2017/18, four days for 18/19 and five days in 2019-20. Content area teams are used to advance the progress of our English Language Learners which has been a focus this year with training in using Thinking Maps and Guided Language Acquisition and Design (GLAD) across all grade levels.