

Francis J. White Learning Center

School Accountability Report Card

Reported Using Data from the 2016-17 School Year

Published During 2017-18

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 2017-18)

School Contact Information	
School Name	Francis J. White Learning Center
Street	700 North Cypress
City, State, Zip	Woodlake, CA 93286
Phone Number	559-564-8021
Principal	Nancy Stidman
E-mail Address	nstidman@w-usd.org
Web Site	fjwrigercubs.org
CDS Code	54-76794-6094569

District Contact Information	
District Name	Woodlake Unified School District
Phone Number	(559) 564-8081
Superintendent	Drew Sorensen
E-mail Address	dsorensen@w-usd.org
Web Site	www.w-usd.org

School Description and Mission Statement (School Year 2017-18)

At Francis J. White Learning Center, we believe that every student can succeed. We also believe that the community, parents, and staff are partners in the educational endeavor of our students. We encourage all parents to participate and have an active role in their child's education. In addition, this year we will continue to work on becoming a Professional Learning Community with an emphasis on student achievement. At Francis J. White Learning Center, we empower our teachers to teach a rigorous academic curriculum using best practices. The staff is working hard to make sure all students are on grade level and meeting grade level standards.

Francis J. White Learning Center will provide a safe environment and a quality education which results in productive, responsible, global citizens and lifetime learners. The faculty and staff work together to help students reach proficiency in grade-level academic standards as well as to reach their potential in developmentally appropriate social and emotional growth. Furthermore, the staff and students practice reflection in their teaching and learning and look for meaningful ways to reach instructional and academic goals. This process of reflection uses data as a means of informing staff of the effectiveness of instructional practices. In addition, the instructional staff uses methods that have been proven effective through educational research. The school collaborates with various community services to provide a comprehensive system that enables students and families to become successful members of the community-at-large.

Mission Statement:

We, the Staff of Francis J. White Learning Center,
Commit ourselves to this mission:

Each student enrolled in our school will be provided with a rigorous integrated curriculum that builds a strong foundation for learning.

Our Core Beliefs

We believe:

Each child is unique and important.

Each child can and will learn at high levels using problem solving and critical thinking skills.

Each child will be provided with a rigorous curriculum and instruction from a caring teacher.

When all stake holders work together, children become lifelong learners.

Francis J. White Learning Center is located in the City of Woodlake, California. The school draws its population from Woodlake and the surrounding communities. The student population reflects the ethnic background of the community which consists of: 86% Hispanic and 12% Anglo and 1% Asian American, East Indian and Black with 47.7% of students being English Learners. The student enrollment at Francis J. White Learning Center is 500. School staffing includes: two administrators and 22 Classroom Teachers to offer the base program, two credentialed Intervention Teachers, one .5 FTE Academic Coach, .5 FTE Enrichment Teacher, one RSP teacher, and 8 Instructional Aides.

Student Enrollment by Grade Level (School Year 2016-17)

Grade Level	Number of Students
Kindergarten	208
Grade 1	150
Grade 2	177
Total Enrollment	535

Student Enrollment by Group (School Year 2016-17)

Student Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.2
Asian	0.9
Filipino	0
Hispanic or Latino	92.9
Native Hawaiian or Pacific Islander	0
White	6
Two or More Races	0
Socioeconomically Disadvantaged	92.7
English Learners	46.5
Students with Disabilities	2.4
Foster Youth	0.2

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			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	28	27	25	91
Without Full Credential	0	1	1	21
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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 2017-18)

Year and month in which data were collected: 9/28/2017

All English Language Arts Units of Study contain integrated and designated English Language Development lessons. All students are required to read on grade level reading texts during the Unit of Study block of the instructional day. Students are assigned targeted leveled readers matched to each students instructional reading leveled and are provided small group instruction. Social Science/History and Science are integrated into the ELA Units of Study.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Board Approved Units of Study	Yes	0
Mathematics	Houghton Mifflin Go Math	Yes	0
Science	Harcourt 2008	Yes	0
History-Social Science	Houghton Mifflin 2007	Yes	0
Foreign Language	N/A		

School Facility Conditions and Planned Improvements (Most Recent Year)

The original school buildings were dedicated in 1974. In 2004, three main buildings underwent modernization. In the summer of 2015 twelve portable classrooms were removed and replaced with eight modular classrooms. School restrooms are cleaned twice daily and all buildings are cleaned nightly by district maintenance staff. The school has an onsite maintenance person during the day to help maintain the school as well as deal with the everyday needs of the school. District maintenance personnel are available if additional services are necessary.

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: 8/29/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 8/29/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 8/29/2017				
Overall Rating	Exemplary	Good	Fair	Poor
	X			

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	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
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.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

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 2016-17)

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	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parents can be involved in school activities through: School Site Council, English Language Advisory Committee, Parent Literacy Education, Parent and Child Enrichment Saturdays, volunteering in classrooms, and special events.

Parent Involvement Liaison: Mercedes Sandoval (559) 564-8021

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.5	0.7	0.4	5.6	4.8	7.0	3.8	3.7	3.6
Expulsions	0.0	0.0	0.0	0.1	0.2	0.3	0.1	0.1	0.1

School Safety Plan (School Year 2017-18)

Student safety is ensured by a closed campus. All visitors must sign in at the front office before proceeding onto campus. The school is fenced in and all gates are locked. The Safety Plan includes a chain of command to be followed in the case of emergency. Specific practices are also described. Drills on emergency procedures are held regularly. The School Safety Plan is revised annually.

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.

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	33.3

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2014-15				2015-16				2016-17			
	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	23	2	8		24		9		23	2	7	
1	23		7		23		8		21	1	6	
2	22		7		23		7		22		8	

Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)	1	N/A
Psychologist	0.20	N/A
Social Worker	0.20	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.20	N/A
Resource Specialist	1	N/A
Other	2	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 2015-16)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$6,540	\$2,685	\$3,855	\$62,430
District	N/A	N/A	\$5,461	\$63,717
Percent Difference: School Site and District	N/A	N/A	-29.4	7.1
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	-30.4	-8.9

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

Types of Services Funded (Fiscal Year 2016-17)

Certificated and classified salaries, instructional and non-instructional materials, direct and indirect costs for all buildings and grounds maintenance and improvements are funded mainly out of the general fund.

Categorical funds provide for:

- Literacy Teacher, Title I
- Intervention Teacher, LCAP
- Instructional Aides, Title I & Title III
- Duty Aides, LCAP
- Professional Development Title I, II, III, & LCAP
- Educational Technician, LCAP
- Educational Licenses, LCAP
- Additional Materials and Licenses for ELD
- Content Consultants, LCAP
- Saturday Enrichment for Students and Parents, LCAP
- Library Resources, LCAP
- High Interest Literature and Expository Texts, LCAP
- Home to School Liaison, LCAP
- Kindergarten Readiness Camp, LCAP
- Fully Funded Fieldtrips, LCAP
- Collaboration Time for Teachers, Title I & LCAP
- Learning Director, LCAP

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,473	\$44,144
Mid-Range Teacher Salary	\$66,382	\$69,119
Highest Teacher Salary	\$87,937	\$86,005
Average Principal Salary (Elementary)	\$113,669	\$106,785
Average Principal Salary (Middle)	\$108,257	\$111,569
Average Principal Salary (High)	\$118,672	\$121,395
Superintendent Salary	\$166,087	\$178,104
Percent of Budget for Teacher Salaries	29%	34%
Percent of Budget for Administrative Salaries	6%	6%

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)

Ninety-Six percent of the faculty at Francis J. White Learning Center holds a full credential. This number is close to the average for all elementary schools in the state. Two percent of elementary school teachers throughout the state hold trainee credentials. Twenty-three of the twenty-four credentialed faculty members at Francis J. White Learning Center hold a valid credential for their assignment. This number is above the average for elementary schools in California, which is 90 percent. You can find three years of data regarding teachers' credentials in the Data Almanac that accompanies this report.

Three focus areas of Professional Learning were provided to Francis J. White teachers: English Language Arts (ELA), English Language Development (ELD) and Mathematics. English Language Arts/English Language Development consultant-coach from Tulare County Department of Education (TCOE) provided 29 days of consultation and coaching to teachers. The focus of the training and coaching was teaching reading and writing to primary age students. In addition, teachers were provided strategies and coaching on teaching Designated and Integrated ELD to our English Language Learners to aid the students in mastering the ELA standards. Professional Learning in the content area of mathematics came from two sources. A Mathematics consultant/coach from TCOE provided 9 days of professional learning and coaching. In addition, teachers were provided with 3 days of professional learning from Brandman University. Woodlake Unified and Brandman University were awarded a joint math grant from the California Department of Education. To provide continued support to the teachers, the Principal and Learning Director conduct classroom observations weekly. After each coaching session or classroom visit, teachers received feedback.