

# **Windsor Creek Elementary School**

## **School Accountability Report Card**

### **Reported Using Data from the 2019-2020 School Year**

#### **Published During 2020-2021**

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 and access to prior year reports, 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 the LCAP, see the CDE LCFF webpage 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).

#### **California School Dashboard**

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## About This School

### School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Windsor Creek Elementary School
Street	8955 Conde Lane
City, State, Zip	Windsor, CA 95492-8812
Phone Number	707-837-7757
Principal	Julie Stearn
Email Address	jstearn@wusd.org
Website	<a href="http://www.wusd.org">http://www.wusd.org</a>
County-District-School (CDS) Code	49753586116024

### District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Windsor Unified School District
Phone Number	707 837-7701
Superintendent	Brandon Krueger
Email Address	bkrueger@wusd.org
Website	<a href="http://www.wusd.org">http://www.wusd.org</a>

### School Description and Mission Statement (School Year 2020-2021)

Windsor Creek Elementary School, home to 400 second and third grade students, is located adjacent to the 4 ½ acre Windsor Town Green. Our campus is nestled between the Windsor Creek, home to blue and valley oaks some of which are over 200 years old, and new residential neighborhoods bustling with children and young families. We are extremely proud of our efforts to provide our students with both an exemplary academic program and a safe and nurturing environment, where their uniqueness and differences are truly respected. Parents are such a vital component to our school community that we provide volunteers with a volunteer coordinator. We provide students with quality enrichment programs in physical education, library, music, and computers. Most classrooms have a 2:1 ratio of chrome books to enhance our academic program. Our students have gardens, where our District Funded Gardener, have monthly lessons, and a greenhouse in which to conduct observations and experiments. We celebrate our students achievements at monthly award assemblies designed to encourage, motivate, and recognize their efforts. Our Student Leadership consists of Class Representatives and meet weekly to create spirit days, monthly kindness activities and write speeches to present to their class with upcoming events. Our Socio-Emotional Curriculum, Responsive Classroom, consists of daily Morning Meetings and Closing Circles, where students are encouraged to share and create a community feel within their classroom. The entire staff puts students' needs first and work collaboratively to create an atmosphere where students are excited to come to school to learn and have fun.

Our highly trained and skilled staff is committed to supporting our students in reaching their full potential, both academically and socially. Stop by and visit our campus, we are certain you'll catch our Wolf Cub Pride!

It is the mission of the Windsor Unified School District to provide a supportive and nurturing environment for all students. Students shall acquire the basic skills of knowledge, along with the thinking skills needed for problem-solving and decision-making relevant to a changing world.

Windsor students shall exhibit personal and social maturity through responsible behavior, developed from understanding and respect for the diversity of all life, and a genuine caring for others.

### Student Enrollment by Grade Level (School Year 2019-2020)

Grade Level	Number of Students
Kindergarten	

### Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Homeless	

## 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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	22			
Without Full Credential	1			
Teaching Outside Subject Area of Competence (with full credential)	0			

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments*	0		
Vacant Teacher Positions	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: August 2018

Our Writing Program, Writing by Design, was adopted for the 2018-19 school year. Our socio-emotional curriculum, Responsive Classroom, was adopted in the 2015-16 school year.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ReadyGen	Yes	0.0 %

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Mathematics	Bridges	Yes	0.0 %
Science	California Science Macmillan/McGraw Hill	No	0.0 %
History-Social Science	Reflections Harcourt	No	0.0 %

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

## School Facility Conditions and Planned Improvements

Windsor Creek is now a vacant campus with no immediate plans for re-use. Maintenance efforts are being directed to the campuses which house students.

### School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report:

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer		
Interior: Interior Surfaces		
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation		
Electrical: Electrical		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		
Safety: Fire Safety, Hazardous Materials		
Structural: Structural Damage, Roofs		
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		
Overall Rating		

## 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 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

### CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and High School  
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

**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 2019-2020)**

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	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

**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 2020-2021)**

Windsor Creek Elementary School has numerous special events throughout the year such as our Monthly Awards Assemblies, Principal/Parent's Coffees, Arts Day, Math Night, STEM Night, Wax Museum, College Tee Night, Career Month, Read Across America Day, Community Clean Up Day, Field Days, Student Council led Spirit Days, Back-to-School Night, Halloween Parade & Carnival, Class Plays, Book Fair and Family Night, and Open House. Our teachers take students on numerous field trips throughout the year to enhance and support classroom curricular areas. Each classroom takes between three to five field trips annually to museums, theaters, and local places of interest. The contact person for parent involvement is Sarah Homan, our volunteer coordinator. For more information on how to become involved at the school, please contact Volunteer Coordinator at (707) 837-7757. Our School Site Council, which is made up of parents, teachers, classified staff, and the principal, helps develop our school's annual plan and provide valuable input. Our school WE liaison reports on community activities and events supported by our WE Foundation. Parents and staff can attend WE meetings to provide collaboration and support. Our WE Foundation raises funds for supplementary classroom resources and activities. Our Volunteer Coordinator recruits and trains more than 200 parent volunteers. In addition, the school's English Learner Advisory Committee meets Bi-monthly with our ELD Coordinator to address concerns about the education of English Learners. Our Bilingual Liaison is here to support our Spanish Speaking Community daily.

## 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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions						
Expulsions						

### Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			
Expulsions			

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

### School Safety Plan (School Year 2020-2021)

The Windsor Creek Elementary School Safety Plan addresses the needs of the school and the students by creating a safe, secure, supportive, and nurturing environment. Our plan ensures an orderly and purposeful environment where students and staff are free to learn and teach without the threat of physical violence or psychological harm. The School Safety Plan helps develop a strong sense of community, school spirit, and establishes sensitivity and respect for all individuals.

Windsor Creek provides an environment of nonviolence through clear behavioral expectations and disciplinary policies that are consistently and fairly administered. The School Safety Plan meets the needs of the school by recognizing positive student behavior, creating strong security measures, and establishing clear emergency response plans. Our Social-Emotional Curriculum, Responsive Classroom, is used throughout Windsor Creek to promote positive student behavior and a community feeling.

We instituted two morning recess times to provide safer conditions on the playground. By creating two separate recesses for our students, we have observed that children have less crowded play areas, more supervision, and safer play conditions. We have also added on more yard duties for the morning recess when all students are present.

Our school participated in the Great American Shake-Out on October 18, 2018. Staff and parents feel that it is imperative that we are trained and practice in the event there is an earthquake during school. We have had several fire drills, as well as lock down drills.

The district has provided us with Apptegy. This is a program that allows us the ability to contact parents and staff through an automated phone system. We can inform families of any safety or disasters expeditiously and efficiently by dialing home or cell phones. It offers us the ability to send messages in both English and Spanish.

We also have Apptegy and an Emergency Phone Tree for all staff to immediately inform employees of an emergency.



## 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	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # 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												

\*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 Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	

\*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 2019-2020)

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	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

\*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,741	2,050	5,691	65,537
District	N/A	N/A	5,110	
Percent Difference - School Site and District	N/A	N/A	10.8	3.0
State	N/A	N/A		
Percent Difference - School Site and State	N/A	N/A	-14.9	-7.9

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

## Types of Services Funded (Fiscal Year 2019-2020)

We have a well trained and dedicated special education team consisting of 1.0 School Psychologist, 1-Special Day Class teacher, 1.5 Resource Specialists, 1.0 Speech teacher, Occupational Therapy, and APE. Our staff has a Student Study Team where teachers may refer students they are concerned about to. The team will make suggestions and recommendations. Children may also be referred for further testing to help support their needs. Our English Language Learners receive support by our English Language Development teachers and our adopted Accelerated English Program. Families can also receive support and translation services from our bilingual community liaison. Teachers support students in Language Arts through a reading regrouping program that provides instructional support directed toward the child's specific learning needs. We have a full-time Intervention teacher and a full-time assistant who sees up to 75 students per week to help out in Reading and Math. We have after school tutoring that is taught by a group of teachers that volunteer to teach this program and have helped over 80 students. All staff is trained in Responsive Classroom, a program that helps to address the Social-Emotional Needs of our students.

## Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary		
Mid-Range Teacher Salary		
Highest Teacher Salary		
Average Principal Salary (Elementary)		
Average Principal Salary (Middle)		
Average Principal Salary (High)		
Superintendent Salary		
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

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	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

We continue to work diligently on training and staff development surrounding Common Core State Standards. Our teachers have attended numerous trainings and received support through our Leadership Team and our district office. We have provided staff with additional materials to support the new CCSS in both ELA and Math. Additional non-fiction resources have been purchased for classrooms and the library. We have Professional Development Days where the entire district has attended. We have attended workshops after school. We had a one day Staff Development Day on our new writing program, Writing by Design. We have received training for our new diagnostic assessment i-ready, as well as our summative assessments online with io. All staff have received training in Responsive Classroom, a Social-Emotional Program to address all students. All certificated teachers received training in ReadyGen, our newly adopted ELA program.