

# Westmorland Elementary School

## 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
<b>School Name</b>	Westmorland Elementary School
<b>Street</b>	200 South C St
<b>City, State, Zip</b>	Westmorland
<b>Phone Number</b>	(760) 344-4364
<b>Principal</b>	Fawn Nielsen
<b>Email Address</b>	f.nielsen@wued.org
<b>Website</b>	www.wued.org
<b>County-District-School (CDS) Code</b>	13632300000000

Entity	Contact Information
District Name	Westmorland Union Elementary School District
Phone Number	(760) 344-4364
Superintendent	Richard Cordero
Email Address	r.cordero@wued.org
Website	www.wued.org

## Principal's Message

Welcome to the Westmorland Elementary School's Annual School Accountability Report Card. In accordance with Proposition 98, every school in California is required to issue an annual School Accountability Report Card that fulfills state and federal disclosure requirements. Parents will find valuable information about our academic achievement, professional staff, curricular programs, instructional materials, safety procedures, classroom environment, and condition of facilities. Westmorland Elementary School provides a warm, stimulating environment where students are actively involved in learning academics as well as positive values. Students receive a standards-based, rigorous curriculum by dedicated professional staff based on the individual needs of the students. Ongoing evaluation of student progress and achievement helps us refine the instructional program so students can achieve academic proficiency. We have made a commitment to provide the best educational program possible for Westmorland Elementary School's students, and welcome any suggestions or questions you may have about the information contained in this report or about the school. Together, through our hard work, our students will be challenged to reach their maximum potential.

## Mission Statement

Our purpose is to provide students with meaningful learning experiences in a safe, caring environment, assuring equal access to the core curriculum while providing differentiated instruction, based upon research and data that will lead all students to mastery of grade level content standards.

## School Profile

Westmorland Elementary School is located in the northern region of Westmorland and serves students in grades Transitional Kindergarten through eight following a traditional calendar. At the beginning of the 2019-20 school year, 395 students were enrolled, including 11.65% in special education, 47% qualifying for English Language Learner support, and 95% qualifying for free or reduced price lunch.

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

Grade Level	Number of Students
Kindergarten	51
Grade 1	52
Grade 2	42
Grade 3	49
Grade 4	33
Grade 5	45
Grade 6	38
Grade 7	46
Grade 8	46
Total Enrollment	402

## Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.7
Hispanic or Latino	95.5
White	2.7
Socioeconomically Disadvantaged	94.3
English Learners	48.8
Students with Disabilities	10.9
Foster Youth	0.7
Homeless	11.7

## 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	17	22	21	21
Without Full Credential	3	2	1	1
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

### 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	1	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:** 2020 September

All textbooks used in the core curriculum at Westmorland Elementary School are currently aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 15, 2020, the Westmorland Union Elementary School District's held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The adopted Resolution 091019-226 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Westmorland Union Elementary School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Houghton Mifflin, Houghton Mifflin Harcourt California Collections adopted in 2017  McGraw Hill School Education, Reading Wonders adopted 2015	Yes	0
<b>Mathematics</b>	Houghton Mifflin Harcourt, Go Math adopted in 2014  McGraw Hill, My Math adopted in 2014	Yes	0
<b>Science</b>	Harcourt School Publishers, California Science adopted in 2008  Holt Rinehart and Winston, Holt California Science: Earth, Life & Physical Science adopted in 2007	Yes	0
<b>History-Social Science</b>	Teachers' Curriculum Institute, History Alive! adopted in 2019	Yes	0

## School Facility Conditions and Planned Improvements (Most Recent Year)

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The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Westmorland Elementary School's original facilities were built in 1958 with an addition of six classrooms and the cafeteria in 1968-69 and the office and junior high school in the late 1990's. Ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the last 12 months, the following improvements have been completed:

- New soccer goals
- Removed trees
- Installed new shade structure
- Brought in new sand for playgrounds
- Maintained and repaired plumbing
- Mower repair
- Installed privacy fence for elementary field
- Concrete repairs
- Air conditioning repairs and servicing

Every morning before school begins, the Maintenance Department inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Two full-time maintenance personnel and four part-time custodians are assigned to Westmorland Elementary School. The custodian are responsible for:

- General grounds maintenance
- Lunch area setup/cleanup
- Restroom cleaning
- Classroom cleaning
- Common use area cleaning
- Office area cleaning

Restrooms are checked throughout the day for cleanliness and subsequently cleaned as needed. The principal communicates with custodial staff daily concerning maintenance and school safety issues.

### Deferred Maintenance

Westmorland Elementary School allocates funds to the Deferred Maintenance Program. Deferred maintenance projects generally include roofing, plumbing, heating, air conditioning, electrical systems, interior/exterior painting, and floor systems. During the 2019-20 school year, Westmorland Elementary School allocated \$58,184 in deferred maintenance funds for the repair and/or maintenance of: 1) Repair and installation of new pipe for elementary field irrigation, and 2) Replace carpet in the junior high classrooms.

### Facilities Inspection

The district's maintenance department inspects Westmorland Elementary School on an annual basis in accordance with Education Code §17592.72(c)(1). Westmorland Elementary School uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on Friday August 30, 2019. No deficiencies were noted in the school inspection survey. During fiscal year 2019-20, all restrooms were fully functional and available for student use at the time of the inspection.

**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:** August 30, 2019

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

## 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)	31	26	31	26	50	50
Mathematics (grades 3-8 and 11)	23	23	23	23	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	262	258	98.47	1.53	25.68
Male	137	136	99.27	0.73	21.32
Female	125	122	97.60	2.40	30.58
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Filipino					
Hispanic or Latino	251	247	98.41	1.59	26.02
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>Socioeconomically Disadvantaged</b>	241	237	98.34	1.66	22.46
<b>English Learners</b>	146	142	97.26	2.74	19.86
<b>Students with Disabilities</b>	35	35	100.00	0.00	5.71
<b>Students Receiving Migrant Education Services</b>	56	56	100.00	0.00	18.18
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	30	27	90.00	10.00	23.08

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
<b>All Students</b>	261	256	98.08	1.92	23.05
<b>Male</b>	136	134	98.53	1.47	25.37
<b>Female</b>	125	122	97.60	2.40	20.49
<b>Black or African American</b>	--	--	--	--	--
<b>American Indian or Alaska Native</b>					
<b>Filipino</b>					
<b>Hispanic or Latino</b>	250	245	98.00	2.00	22.45
<b>Native Hawaiian or Pacific Islander</b>					
<b>White</b>	--	--	--	--	--
<b>Two or More Races</b>					
<b>Socioeconomically Disadvantaged</b>	240	235	97.92	2.08	18.72
<b>English Learners</b>	145	140	96.55	3.45	18.57
<b>Students with Disabilities</b>	35	34	97.14	2.86	5.88
<b>Students Receiving Migrant Education Services</b>	56	53	94.64	5.36	24.53
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	30	28	93.33	6.67	17.86



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	28.9	6.7	8.9
7	26.1	17.4	15.2

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)

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Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events.

Parents stay informed on upcoming events and school activities through flyers, the school website, school Facebook page, parent forums, Blackboard auto-dialer, and monthly parent calendars and bulletins. Contact Fawn Nielsen, Principal, at (760) 344-4364 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer: Chaperone Events, Classroom Helper, Fundraising Activities, Room Parent, Picture Day Assistant

Committees: English Learner Advisory Council, Migrant Education Advisory Council, School Site Council, Community Advisory Committee

School Activities: Back to School Night, Fall Festival, Open House, Nutritional Olympics, Kite Day and Parent Picnic, Cinco de Mayo Event, CST Rally, Literacy Nights, Movie Nights and athletic events

### 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	1.7	3.3	4.4	1.7	3.3	4.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

### School Safety Plan (School Year 2019-20)

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The Comprehensive School Site Safety Plan was developed for Westmorland Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in June 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	2016-17	2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	22		2		24		2		20	3		
1	21	1	1		20	2			21	1	1	
2	17	2			22		2		21	1	1	
3	15	2			16	2			25		2	
4	15	1	2		15	2			16	2		
5	22	1	1		22		2		21	1	1	
6	23		2		14	2	1		18	2		
Other**					3	1			5	1		

\*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)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	.25
Social Worker	
Nurse	.1
Speech/Language/Hearing Specialist	.3
Resource Specialist (non-teaching)	.5
Other	.5

\*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	13,396	1,395	12,001	72,724
District	N/A	N/A	12,001	70,094
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$7,506.64	\$64,941.00
Percent Difference - School Site and State	N/A	N/A	43.0	1.8

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)

For the 19-20 school year, Westmorland Union Elementary School District spent an average of \$16,053 of total general funds to educate each student (based on 2018-19 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec) and [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to LCFF funding, Westmorland Union Elementary School District receives state and federal categorical funding for special programs. For the 2019-20 school year, the district received categorical, special education, and support programs funds for:

- After School Safety & Education
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing Option
- Other Federal Funds (Migrant, REAP)
- Other Local: Locally defined
- Special Education (IDEA, Early Intervention)
- Title I, Title II and Title III, Title IV

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$49,161	\$45,252
Mid-Range Teacher Salary	\$75,676	\$65,210
Highest Teacher Salary	\$103,568	\$84,472
Average Principal Salary (Elementary)	\$0	\$107,614
Average Principal Salary (Middle)	\$0	\$112,242

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (High)	\$0	\$
Superintendent Salary	\$143,198	\$124,686
Percent of Budget for Teacher Salaries	33%	31%
Percent of Budget for Administrative Salaries	6%	7%

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	4	5	6

All training and curriculum development activities at Westmorland Elementary School revolve around the California Common Core State Standards. During the 19-20 school year, Westmorland Elementary School held staff development training devoted to:

- Common Core State Standards
- CPR Training
- English Language Arts
- English Learner Strategies
- GATE Training
- Literacy

Distance Learning

Social-Emotional Learning

NGSS Science

During the School Closure due to COVID-19, from March 2020 through December 2020, professional development occurred during the contract time, while students had independent work. Therefore the number of days decreased because substitutes were not needed. The number of professional development hours and opportunities were similar to that in the previous years.

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input, state assessment results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Westmorland Elementary School supports ongoing professional growth throughout the year on early release Thursdays. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Westmorland Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences annually by local and external professional services. Classified support staff receive job-related training from department supervisors and district representatives.