



Washington Elementary School

1250 K Street • Reedley, CA 93654 • (559) 305-7270 • Grades K-5

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2014-15 School Accountability Report Card Published During the 2015-16 School Year



Kings Canyon Joint Unified School District

675 W. Manning Avenue
Reedley, CA 93654
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District Governing Board

Floyd Smith
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

Juan Garza
Superintendent
John Campbell
**Deputy Superintendent, Human
Resources**
Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent, Curriculum
and Instruction**
Sheila Wiebe
Administrator, Educational Programs
Mary Ann Carousso
Administrator, Student Services

School Description

In 1891, the first school in Reedley was built and named Reedley Grammar School. In 1918, the school's name was changed to Washington Elementary. During the 2014-15 school year, Washington Elementary School served 405 students in grades K-5 and included a staff of 19 teachers. In 2005, Washington added State Pre-School to their program which houses 48 preschool age students. In 2006, Washington received an After-School Grant that serves over 100 students. In 2007, Washington received an additional grant from Save the Children to help our afterschool program. Washington Elementary School teachers and staff are dedicated to ensuring the academic success of every student and providing a safe and productive learning experience. In 2014, we received a grant that helps educate parents and influence Birth through 3rd grade. Parent Academy and Gymboree is a part of Washington School.

School Mission Statement

Community, parents, staff, and students form a collaborative partnership in an effort to achieve the school's mission. The mission statement for Washington School is, "Believe to Achieve!" The school's goal is to pursue "excellence" through creating a positive and enriching academic environment, which provides successful learning opportunities for all.

School Vision

Staff, parents, students, and community are linked in a collaborative and supportive system that nurtures students' academic, emotional and social development through exemplary teaching in a learning environment committed to excellence.

About the SARC

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 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 at (559) 305-7270 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	75
Grade 1	51
Grade 2	75
Grade 3	72
Grade 4	76
Grade 5	55
Total Enrollment	404

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Asian	0.2
Filipino	0.2
Hispanic or Latino	92.6
White	5.4
Two or More Races	1
Socioeconomically Disadvantaged	87.6
English Learners	43.8
Students with Disabilities	4.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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			
Washington Elementary School	13-14	14-15	15-16
With Full Credential	16	16	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	13-14	14-15	15-16
With Full Credential	♦	♦	376
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	84.6	15.4
High-Poverty Schools	84.6	15.4
Low-Poverty Schools	0.0	0.0

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

All classrooms contain Engage New York adopted by our school board June 2014. Intervention Materials for Language Arts in 4-5th grade are Wildcat Series- Wright Group/McGraw Hill, 2001 edition and My Sidewalks. All classrooms contain district adopted English Language Learner material that is written by our district.

Textbooks and Instructional Materials Year and month in which data were collected: August 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pre-K - State Frameworks, Learning Foundations and Blueprints Engage New York, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grade TK - Houghton/Mifflin/Harcourt: Splash into Pre-K Engage New York, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw-Hill: California Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Washington Elementary School has 19 classrooms, a multipurpose room, and an administration building. The main campus was built in 1949. Additional classrooms were constructed in 1954. Additional relocatable classrooms were constructed in 1987 and 1990.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

In December 3, 2014;;our school was inspected and showed an overall of Good in repair.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 11/19/2015				
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			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 11/19/2015

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				outdated restrooms Restrooms are outdated, maintenance in the process of re-modeling. student restroom toilet plugged up. Maintenance to Follow up.
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
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], Science California Standards Tests); and
- The percentage of pupils 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

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	35.70	19.60	7.10

* 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.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	36	37	44
Math	25	22	33

* 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	60	36	37	55	51	45	59	60	56

* Results are for grades 5, 8, and 10. 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.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	45
All Student at the School	37
Male	48
Female	24
Filipino	--
Hispanic or Latino	35
White	--
Two or More Races	--
English Learners	6
Students with Disabilities	31
Students Receiving Migrant Education Services	--
Foster Youth	--

* 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.

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	73	98.6	29	37	21	14
	4	76	76	100.0	38	26	18	17
	5	57	57	100.0	39	23	18	21
Male	3	74	35	47.3	40	23	23	14
	4	76	34	44.7	47	18	26	9
	5	57	32	56.1	38	22	19	22
Female	3	74	38	51.4	18	50	18	13
	4	76	42	55.3	31	33	12	24
	5	57	25	43.9	40	24	16	20
Asian	3	74	1	1.4	--	--	--	--
Filipino	4	76	1	1.3	--	--	--	--
	5	57	1	1.8	--	--	--	--
Hispanic or Latino	3	74	68	91.9	29	37	21	13
	4	76	69	90.8	41	28	17	14
	5	57	50	87.7	38	26	16	20
White	3	74	1	1.4	--	--	--	--
	4	76	5	6.6	--	--	--	--
	5	57	5	8.8	--	--	--	--
Two or More Races	3	74	2	2.7	--	--	--	--
	4	76	1	1.3	--	--	--	--
	5	57	1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3	74	57	77.0	32	40	18	11
	4	76	67	88.2	42	28	16	13
	5	57	48	84.2	42	27	15	17
Students with Disabilities	3	74	5	6.8	--	--	--	--
	4	76	6	7.9	--	--	--	--
	5	57	2	3.5	--	--	--	--
Students Receiving Migrant Education Services	3	74	1	1.4	--	--	--	--
	4	76	1	1.3	--	--	--	--
	5	57	1	1.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	74	73	98.6	38	22	30	10
	4	76	76	100.0	37	45	14	4
	5	57	57	100.0	51	33	7	9
Male	3	74	35	47.3	34	23	31	11
	4	76	34	44.7	21	59	12	9
	5	57	32	56.1	44	38	9	9
Female	3	74	38	51.4	42	21	29	8
	4	76	42	55.3	50	33	17	0
	5	57	25	43.9	60	28	4	8
Asian	3	74	1	1.4	--	--	--	--
Filipino	4	76	1	1.3	--	--	--	--
	5	57	1	1.8	--	--	--	--
Hispanic or Latino	3	74	68	91.9	40	22	29	9
	4	76	69	90.8	39	45	13	3
	5	57	50	87.7	52	34	8	6
White	3	74	1	1.4	--	--	--	--
	4	76	5	6.6	--	--	--	--
	5	57	5	8.8	--	--	--	--
Two or More Races	3	74	2	2.7	--	--	--	--
	4	76	1	1.3	--	--	--	--
	5	57	1	1.8	--	--	--	--
Socioeconomically Disadvantaged	3	74	57	77.0	44	23	25	9
	4	76	67	88.2	42	45	10	3
	5	57	48	84.2	56	35	6	2
Students with Disabilities	3	74	5	6.8	--	--	--	--
	4	76	6	7.9	--	--	--	--
	5	57	2	3.5	--	--	--	--
Students Receiving Migrant Education Services	3	74	1	1.4	--	--	--	--
	4	76	1	1.3	--	--	--	--
	5	57	1	1.8	--	--	--	--
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

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. The number of students tested includes students that did not receive a score; 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 students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (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

Parent involvement and communication are essential to our school success. Washington Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in parent-teacher conferences, volunteer in classrooms, chaperone field trips, various workshops and assist with other school activities. Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC) and School Site Council (SSC) and English Learner Advisory Committee (ELAC) and Parent Advisory Committee (Pre-school Parents - PAC). The School Advisory Committee is infused within the School Site Council through a voting process. The PTC at Washington is very active, organizing numerous extracurricular functions and conducting fundraising for field trips. Washington received a grant in 2014-2015 from Birth-3rd Grade that helps with Parent Academy. These are daily classes which parents can participate.

Home and school communication is enhanced through weekly notices, monthly newsletters, parent/teacher conferences, the student/parent handbook, the school website, student report cards, direct phone calling system and other regular communication activities. Translation is regularly provided. In addition, parent education classes and workshops are offered regularly.

Parents who would like more information on how to become involved may contact Principal Mary Stanley at (559) 305-7270.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

Safety of students and staff is a primary concern of Washington Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated on August 10, 2015 and discussed with staff on August 12, 2015. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	0.43	0.00	0.46
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	3.94	5.37	4.22
Expulsions Rate	0.00	0.00	0.00
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

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.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	No	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	No	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	64.7	

Average Class Size and Class Size Distribution (Elementary)												
Average Class Size				Number of Classrooms*								
Grade	2012-13	2013-14	2014-15	1-20			21-32			33+		
				2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	25	25				3	3	3			
1	26	26	26				2	2	2			
2	25	25	25				3	3	3			
3	32	32	29				2	2	2			
4	32	32	30				2	2	3			
5	32	32	28				2	2	2			
Other	26	26					1	1				

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.20
Social Worker	1.0
Nurse	.20
Speech/Language/Hearing Specialist	.30
Resource Specialist	0
Other	2.0
Average Number of Students per Staff Member	
Academic Counselor	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.

Professional Development provided for Teachers

Professional development at Washington Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, and peer reviews.

During the past three years, our teachers were trained in Engage New York curriculum. Common Core math workshops were provided as well as Thinking Maps and Kagan Strategies. Buy Back days were focused on "Foundational Skills" using "Words Their Way", and English language learner instructional strategies.

Teachers attended via Video/Conferencing "Taking Charge of Your Positive Direction" as well as individual one on one Video/Conferencing with Bert Freeman.

Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Buy-back and early release days provide time for quality professional development with the new Common Core standards. Teachers were also trained in Positive Behavior Intervention Systems and the school entered their 2nd year in the program during which they received the Fresno County Office of Education Model School "Silver" award. In 2015-2016 they will enter Year 3 of the PBIS program.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$40,026	\$42,315
Mid-Range Teacher Salary	\$60,363	\$66,451
Highest Teacher Salary	\$85,147	\$85,603
Average Principal Salary (ES)	\$102,484	\$105,079
Average Principal Salary (MS)	\$104,924	\$111,005
Average Principal Salary (HS)	\$118,662	\$121,310
Superintendent Salary	\$189,093	\$189,899
Percent of District Budget		
Teacher Salaries	32%	39%
Administrative Salaries	5%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

General State of California: Funding supports overall student services

State Lottery: funds used to provide materials, supplies and programs for all student

Instructional Materials Fund (IMFRP): funds provided to purchase core state adopted materials and textbooks

State Pre-School: provides eligible students a developmental program for Kindergarten Readiness

After School Education and Safety Grant (ASES): provides after school programs for students until 6:00PM everyday that school is in session

Title I Part A: Provides supplemental programs and services in English Language Arts, Mathematics and English Language Development for students who are academically at risk, professional development for staff and parent involvement activities

Title II Part A: Professional Development funds for teachers

Migrant Education: programs and services for identified Migrant Families and youth

IDEA, Special Education: services for students who meet the required criteria

Birth-3rd Grade Grant : provides for Parent Involvement and Education.

Save The Children: supports implementation of literacy strategies during after school programs, physical health and a literacy coach.

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, the county, and the state. 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.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$3,492	\$602	\$2,890	\$76,106
District	♦	♦	\$2,774	\$64,663
State	♦	♦	\$5,348	\$69,257
Percent Difference: School Site/District			4.2	15.1
Percent Difference: School Site/ State			-47.8	3.4

* Cells with ♦ do not require data.