



Washington Elementary School

1599 Fifth St. • Mendota, CA 93640-2359 • (559) 655-4365 • Grades K-1

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Mendota Unified School District

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District Governing Board

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Adrian Perez
Lupe Flores
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District Administration

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Superintendent

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State and Federal Programs**

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**Coordinator
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School Description

Washington Elementary School is a TK-1 school serving approximately 390 students in 2016-2017 and is located in the small rural town of Mendota, approximately 35 miles west of Fresno. It is one of five schools in the Mendota Unified School District. The student population of Washington Elementary has a 99.7% Hispanic ethnicity background, with 85.4% of the students qualifying as "English Language Learners" (ELL). All ELL students are enrolled in mainstream English classes, where they receive English Language Development (ELD), and are provided with Specially Designed Academic Instruction in English (SDAIE) as needed. Washington Elementary is considered school wide Title I. Poverty is apparent in the agriculture-based community, where 99% of the students qualify to participate in the National School Lunch Program (NSLP). 1% of the students qualify for RSP/SDC services and 2.6% receive Language and Speech (LAS) services in pull-out settings. Migrant students make up 6.8% of the student population, while 9.2% are immigrants, having entered the United States in the last 5 years. These migrant students receive tutoring services in small group situations. Each classroom has a class set of Chromebooks computers for student use and 100% of the classrooms have Internet access. 88% of the teachers are fully credentialed. Washington Elementary did not make its API growth target nor its AYP in 2012-13.

The Washington Elementary School program has much strength upon which to build. We have the services of a Guidance Instructional Support (GIS) and an Academic Coach, who assisted both the teachers and the principal in the daily operations of our school. Washington Elementary currently has in place a student/parent handbook, parent compact, dress code policy, School Site Council, English Learners Advisory Committee, as well as a leadership team that is the key component in decision-making. The district provides a variety of services to our parents. A three-hour after school tutoring program has been funded through the After School Program Grant in which approximately 50 students are served. Parent/School communication is enhanced through monthly bilingual activity calendars, parent/teacher conferences, forms, flyers, and our multiple measurements used to help determine promotion and retention. Student data from our multiple measures is recorded on classroom spreadsheets and loaded onto Illuminate, a computer database system, to have an ongoing evaluation instrument of student success. The staff uses classroom data to follow the progress of each student, and to develop differentiated curriculum and efficient communication of student progress throughout the school year. Teachers also collaborate about best practices and strategies for student success through professional learning communities. Student profile cards are also used to provide a continuum of information for the next year teacher.

Parents want to be involved in their child's education in any way they can. Washington Elementary hosts quarterly "Parent Nights" where teachers share with parents concepts being taught in the classrooms and provide materials and training on their use so parents may help their children at home. They are encouraged to visit the classrooms any time and our Adult Education Program offers parents opportunities to take preparation courses to test for the GED, work towards units to obtain a high school diploma, as well as English as a Second Language classes.

Mission Statement

Washington Elementary's Mission is to: create a safe and successful learning environment through a cooperative effort of students, teachers, parents and community members to maximize students' full potential; to enable them to reach their highest academic, social and moral development. Our intent is to create life-long learners and produce contributing citizens in society.

Vision Statement

Washington Elementary's Vision is to: engage and support all students and all stakeholders that are involved in the learning process, so that every venue is researched, explored and attempted in our quest to reach our vision that all students be on grade level.

We will do this by:

- Promoting parent involvement.
- Providing support for at-risk students.
- Differentiating instruction.
- Integration of technology.
- Developing character through the six pillars.
- Open communication amongst all stakeholders.

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 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.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	194
Grade 1	161
Total Enrollment	355

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	0.3
Filipino	0
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0
White	0.6
Two or More Races	0
Socioeconomically Disadvantaged	99.4
English Learners	84.2
Students with Disabilities	2
Foster Youth	0.6

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	14-15	15-16	16-17
With Full Credential	17	17	15
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Mendota Unified School District	14-15	15-16	16-17
With Full Credential	♦	♦	123
Without Full Credential	♦	♦	23
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	14-15	15-16	16-17
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

2015-16 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	98.1	1.9
High-Poverty Schools	98.1	1.9
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 2016-17)

Washington Elementary uses both textbooks and instructional materials from the most recent adoption list provided by the state of California and currently has sufficient textbooks and materials for each student.

Textbooks and Instructional Materials Year and month in which data were collected: August of 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Treasures/2010 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Houghton Mifflin Harcourt "Go Math"/2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science/2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Pearson/Scottforesman "History-Social Science California/2005 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)

Washington Elementary is currently undergoing a modernization/renovation so this is the last FIT report conducted of our campus.

In general, Washington Elementary school facilities are in good repair status in safety and cleanliness. There are some areas of need such as grass that needs to be replanted in front of the school office to avoid situations where students get in the mud.

Washington Elementary is an older school and because of this, is in need of some repair: floor cracks in the hallways and sidewalks; several rooms need ceiling tiles replaced; some light covers need to be replaced; boys restroom next to the library needs remodeling; drinking fountains are in constant need of repair; cafeteria roof and roof on wing that houses rooms 18 - 22 were reconstructed; replacement of carpeting in the main office is needed, as well as upgrade of office fixtures and furniture.

Sidewalks on wings that house rooms 4-13 have been repaired, some roof work was done on wing 18-22 during the summer of 2011; some tiles have been replaced in nurse's office and restroom, as well as teacher's workroom. We plan to: continue with sidewalk repair; replace carpeting the summer 2014; and continuously monitor and replace lights/ceiling tiles as needed. Continue monitoring sidewalks and possibly remodel restroom next to library.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: August 1, 2013				
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		Cracks in floor, loose or missing ceiling tiles, cracked windows, light covers replaced. Most have been replaced or repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Most drinking fountains replaced or repaired, will continue to monitor. Ceiling tiles in progress. Will monitor due to age and replace as needed.
Safety: Fire Safety, Hazardous Materials	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 1, 2013

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Structural: Structural Damage, Roofs		X		Reconstruction of roof on wing 18-22 and cafeteria was done.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences		X		Some broken windows, swings needed to be replaced. Done: replaced with new chains. Broken slide was removed and frame boarded.
Overall Rating	Exemplary	Good	Fair	
			X	

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 (School Year 2016-17)

Washington Elementary in an effort to build the school community provides parents with various opportunities to participate in the day to day activities of the school.

Parents are invited and encouraged to attend and actively participate in some of these activities and events such as, meetings of the School Site Council, English Learners Advisory Committee, Title I, DELAC, Parent University, & Migrant Parents. They are also invited to participate in classroom visitations, Parent Nights, field trips, the school carnival, "Pastries with Parents" Social, Winter Program, Cinco de Mayo Presentation, and Parent Trainings.

In general, teachers are the main contact who initiate parent participation, but both administrators (Principal and GIS) encourage parent participation at the different events held at the school or district levels.

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

Washington Elementary's School Safety Plan is revised on an annual basis. Revisions occur at the beginning of each school year to ensure the that all members of the school understand the plan itself and their roles in the plan.

The elements included in our safety plan is an emergency response roster. Our Emergency Response Roster outlines duties for all staff members in the course of an emergency and/or disaster. The following sections are formed: Site Operations, Site Planning, Site Logistics, and Site Finance. All personnel have specific responsibilities in the event that a practice or real drill comes upon us. Specific areas are designated for parent/student reunification, first aid, and lock-down.

Our school safety plan was reviewed and updated on August 5th, 2015. The plan was shared with the staff and roles and responsibilities were reviewed. The safety plan is also reviewed after practicing various lock down and emergency drills throughout the school year. Our safety plan was last discussed at our school site council meeting on March 1, 2016.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.1	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	5.2	4.0	4.5
Expulsions Rate	0.2	0.2	0.2
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

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.

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2013-2014
Year in Program Improvement	Year 1	Year 2
Number of Schools Currently in Program Improvement	3	
Percent of Schools Currently in Program Improvement	42.9	

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
Psychologist	.17
Social Worker	0
Nurse	.17
Speech/Language/Hearing Specialist	.17
Resource Specialist	1
Other	1
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
K	27	24	24				13	8	8			
1	24	21	21		1	1	12	8	6			
2	23			1			12					

Professional Development provided for Teachers

Mendota Unified's major area of focus for the school year 2014--2015 was selected in response to the need for all staff members to understand the Common Core Standards and lesson design and delivery.

Other areas of need, such response to behavior was addressed through training in Positive Behavioral Interventions and support (PBIS), where PBIS teams participated in numerous trainings throughout the school year.

Teacher support was provided through teacher-principal meetings, staff meetings, and coaching as needed.

Trainings for teachers took place during minimum days as well as other designated days throughout the year.

DATE	TOPIC
8/4/15	Welcome back info: handbook, safety plan
8/11/15	PBIS, pre assessments, ELAC/SSC, PLC
9/14/15	EL Notifications B2, Rtl, objectives, emergency plans
9/28/15	Progress monitoring, focus walks, Lockdown procedure
10/5/15	Power school, Q1 awards, Illuminate
10/21/15	Lockdown review, report cards, ELD, POP/IR
11/4/15	Reminders: Committee updates, IR feedback
12/2/15	RTI plan updates (activities/strategies)
12/16/15	End of quarter assessments/reporting
1/22/16	Review of lockdown, Data Walls
2/3/16	PL on PBIS resources, procedures, staff bucks, goals, data
2/17/16	Walk thrus, awards, PLCs
3/7/16	Benchmark info (Illuminate), PBIS, upcoming IR POP
4/6/16	Review of 3rd Q scores/data, IR update, F&P folders
4/18/16	Review of IR, POP, next step, announcements/reminders

T4 Lesson Design/Delivery
8/27-8/28/2015
8/31/15

9/1/15
11/5-11/6/15
11/9-11/10/15
1/28-11/29/16
2/1-2/2/16

Date	TOPIC
8/4/2014	CPS/Sexual Harrassment / Bloodborne Pathogens (6 hrs)
8/13/2014	CELDT training
8/20/2014	Waterford/Planning (ELA/Math)
8/27/2014	DIBELS/Planning
9/3/2014	District Initiatives, Focus Walk areas
9/10/2014	Planning (ELA/Math)
9/17/2014	RTI
9/24/2014	Language for Learning, Reading Mastery/RTI data
10/1/2014	Inputting grades (excel), PBIS meeting w/MES - report cards
10/22/2014	fishbowl' Model PLC using data /PLC review quarter 1 data
10/29/2014	RTI re-grouping/ lesson planning
11/5/2014	PBIS info
11/12/2014	Progress monitoring tools/ ELD time planning
11/19/2014	Choosing 1 tool/strategy for Math/ELA
12/3/2014	SPSA, District Direction, PLCs
12/10/2014	Grade level planning
1/28/2015	PLC data, standards, lessons, strategies, assessments
2/4/2015	Grade level meetings
2/11/2015	PLC
2/18/2015	PBIS (binders and info)
2/25/2015	PLC
3/4/2015	staff mtg - problem of practice for IR
3/11/2015	Assessment scoring/data entry
3/18/2015	IR data/feedback, RTI PLC planning
3/25/2015	PLC
4/8/2015	PL DOK levels
4/15/2015	PLC
4/22/2015	PLC
5/8/2015	Staff mtg - end of year reminders
5/13/2015	PLC

Date	Topic
8/25/2014	T4 lesson design & delivery, feedback/revisions
8/26/2014	T4 lesson design & delivery, feedback/revisions
9/15/2014	T4 lesson design & delivery, feedback/revisions
9/16/2014	T4 lesson design & delivery, feedback/revisions
11/14/2014	T4 lesson design & delivery, feedback/revisions
12/1/2014	T4 lesson design & delivery, feedback/revisions
1/12/2015	T4 lesson design & delivery, feedback/revisions
1/13/2015	T4 lesson design & delivery, feedback/revisions
4/13/2015	T4 lesson design & delivery, feedback/revisions
4/15/2015	T4 lesson design & delivery, feedback/revisions
4/16/2015	T4 lesson design & delivery, feedback/revisions
4/17/2015	T4 lesson design & delivery, feedback/revisions

2013-2014 Minimum Days
August 5th: CPS/Sexual Harrassment / Bloodborne Pathogens (6 hrs)
August 6th: Professional Learning "Common Core" from FCOE.
August 14th: Professional Learning (CELDT Training)
August 21st: Professional Learning (District Initiatives)
August 28th: Professional Learning ("My Math")
September 4th: Professional Learning Community (Grade Level)
September 9th: Professional Learning "Common Core" from FCOE.
September 11th: Professional Learning Community (Grade Level)
September 18th: Professional Learning Community (Grade Level)
September 25th: Professional Learning "Waterford Training"
October 2nd: Professional Learning Community (Grade Level)

October 30th: Professional Learning "TAPPLE"
November 6th: Professional Learning Community (Grade Level)
November 13th: Professional Learning "SPSA"
December 4th: Professional Learning "EL Master Plan"
December 11th: Professional Learning Community (Grade Level)
January 29th: Professional Learning "District Initiatives"
February 5th: Professional Learning "Task Related Activities"
February 12th: Professional Learning Community (Grade Level)
February 19th: Professional Learning "Gradebook" & "Tools & Strategies"
February 26th: Professional Learning Community (Grade Level)
March 5th: Professional Learning "LCFF/LCAP Training"
March 12th: Professional Learning "Common Core Implementation"
March 19th: Professional Learning Community (Grade Level)
March 26th: Professional Learning "PLC Overview" (Mr. Bautista)
April 2nd: Professional Learning Community (Grade Level)
April 23rd: Professional Learning Community (Grade Level)
April 30th: Professional Learning "Unpacking of Common Core Standards"
May 7th: Professional Learning Community (Grade Level)
May 14th: Professional Learning "Lesson Design"
June 3rd: Professional Learning "Lesson Design Continued"

2012-2013

August 6, 2012 CPS/Sexual Harrassment / Bloodborne Pathogens (6 hrs)
August 22, 2012 Common Core (6 hrs)
September 20, 2012 Common Core (grade level specific) (6 hrs)
October 24, 2012 Common Core – Utilizing Best Practices (EDI, ELPD) (6 hrs)
November 28, 2012 Common Core – Writing Process (6 hrs)
January 23, 2013 Common Core – Technology
February 13, 2013 Writing
February 27, 2013 Writing
April 10, 2013 – RTI (grade level reps & admin.)
May 8, 2013 – Minimum Day
May 22, 2013 – Minimum Day
May 24, 2013 – Minimum Day
May 23, 2013 – Restorative Justice (grade level reps & admin.)
May 24, 2013 – Minimum Day
May 30, 2013 – Restorative Justice (grade level reps & admin.)
June 3, 2013 – Minimum Day
June 4, 2013 – Minimum Day
June 5, 2013 – Minimum Day
June 6, 2013 – Minimum Day

2011-2012

August 8th: CPS/Sexual Harrassment / Bloodborne Pathogens (6 hr)

August 24th (4:15)-Professional Development (PD): SMART Response Training. (3hr)

August 31st (4:15)-Professional Learning Communities (PLC): Horizontal Alignment: Pacing calendars, ELD and/or EDI strategies. (3 hr)

September 14th (4:15)-PLC: Horizontal Alignment grade levels. (3 hr)

September 21st (3:15)-PD Vertical Teams: Writing (2 hr)

September 28th (3:15)-EL and EDI Strategies Revisited. (2 hr)

October 19th (4:15)-PLC: 1st Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

October 26th (3:15)-PD: Writing (2 hr)

November 2nd (4:15)-PLC: Horizontal Alignment (3 hr)

November 16th (3:15)-PD: EL/EDI Strategies (2 hr)

November 30th (3:15)-PD: Writing (2 hr)

January 25th (4:15)-PLC: 2nd Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

February 1st (3:15)-PD: SMART Response Systems Revisited (Technology) (2 hr)

February 8th (4:15)-PLC: Horizontal Alignment (3 hr)

February 29th (3:15)-PD: Vertical Teams (Writing) (2 hr)

March 14th (3:15)-PD: EL/EDI Strategies (2 hr)

March 28th (4:15) PLC: 3rd Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

May 2nd (3:15) PLC: Vertical Alignment (The following grade levels/departments meet K-1, 2-3, 4-5, 6-7, 8-9, 10-11 & 12). (2 hr)

May 9th (3:15) PLC: Vertical Alignment (The following grade levels/departments meet K-1, 2-3, 4-5, 6-7, 8-9, 10-11 & 12). (2 hr)

May 16th (3:15)-PD: Vertical Teams (Writing) (2 hr)

May 25th-Staff Appreciation Day

June 4th (3:15)-PLC: 4th Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (2 hr)

June 5th (3:15) Minimum Day

June 6th (3:15) Minimum Day

June 7th (3:15) Minimum Day

2010-2011

8/19/10 CPS/Sexual Harrassment / Bloodborne Pathogens (6 hr)

8/11/10 Reading Training (SRA & MacMillan (4 hours)

8/19/10 Technology Training SMART Response System (2 hours)

8/22/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours) 8/26/10 ELA, Math, Science Vertical Team report to staff (2 hours)

9/2/10 CELDT Strategies (2 hours)

9/12/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)

9/16/10 ELA, Math, Science Vertical Team report to staff(2 hours)

10/10/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)

10/21/10 Benchmark Data Disaggregation (2 hours)

10/28/10 ELA, Math, Science Vertical Teams report to staff (2 hours)

11/14/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)

11/18/10 ELA, Math, Science Vertical Teams report to staff (2 hours)

12/16/10 Benchmark Data Disaggregation (2 hours)

1/23/11 Vertical Teams ELA, Math, Science Saturday Training (7 hours)

1/27/11 ELA, Math, Science Vertical Teams report to staff (2 hours)

6/2/11 Benchmark Data Disaggregation (2 hours)

2009-2010

6/2/2010 Benchmark Data Disaggregation [2 hours]

1/27/2010 ELA, Math, Science Vertical Teams [2 hours]

1/23/2010 ELA , Math, Science Vertical Teams Saturday Training [7 hours]

12/16/2009 Benchmark Data Disaggregation [2 hours]

11/18/2009 ELA, Math, Science Vertical Teams [2 hours]

11/14/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]

10/28/2009 ELA, Math, Science Vertical Teams [2 hours]

10/21/2009 Benchmark Data Disaggregation [2 hours]

10/10/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]

9/26/2009 SMART Technology Training [7 hours]

9/16/2009 ELA & Math Vertical Teams [2 hours]

9/12/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]

9/2/2009 CELDT Strategies Minimum Day [2 hours]

8/26/2009 Minimum Day Training- ELA, Math, & Science Teams [2 hours]

8/22/2009 Vertical Teams ELA, Math, Science Saturday Training [7 hours]

8/19/2009 Minimum Day Training Technology: SMART Response System [2 hours]

8/11/2009 Reading Training (SRA & McMillan [4 hours]

8/10/2009 CPS/Sexual Harassment/Bloodborne Pathogens [6 hours]

2008-2009

- June 9, 2009—(1:30 to 3:30—2 hrs.) Benchmark Data Disaggregation
- April 1, 2009—(1:30 to 3:30—2 hrs.) Benchmark Data Disaggregation
- February 25, 2009 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
- February 4, 2009 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
- January 24, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
- December 10, 2008 (1:30 to 3:30—2 hrs.) ELA/Math VT Update & FCOE Portal Technology Training
- December 6, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
- December 3, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
- November 19, 2008 (1:30 to 3:30—2 hrs.) Textbook adoption/academic vocabulary
- November 15, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
- November 5, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
- October 29, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
- October 22, 2008 (1:30 to 3:30—2 hrs.) Textbook adoption/academic vocabulary
- October 18, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
- October 4, 2008 (7 hrs. also listed as a buy back day!) English Language Development Training (ELDPD)
- September 24, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
- September 17, 2008 (1:30 to 3:30—2 hrs.) Cornell Notes review
- September 13, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
- September 10, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
- August 27, 2008 (1:30 to 3:30—2 hrs.) e-Assessments Workshop

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,076	\$42,063
Mid-Range Teacher Salary	\$64,660	\$64,823
Highest Teacher Salary	\$73,789	\$84,821
Average Principal Salary (ES)	\$89,603	\$101,849
Average Principal Salary (MS)	\$81,399	\$107,678
Average Principal Salary (HS)	\$98,161	\$115,589
Superintendent Salary	\$175,000	\$169,152
Percent of District Budget		
Teacher Salaries	29%	35%
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

Washington Elementary provided a variety of services to the educational community to support and assist not only our students, but also to support parents in their quest to continually become partners in education.

In the area of English Language Development, Washington Elementary implemented the use of California Treasures and supplements the program with other programs and materials such as Language for Learning (program) and materials such as manipulatives and visuals (posters, vocabulary cards, etc.) to enhance language acquisition. These supplemental materials were funded by categorical programs such as Title I and Title III, and EIA/SCE.

The school library was relabeled and restocked making it Accelerated Reader ready with the intent to provide students with the opportunity to identify and choose books at their own reading level.

When students were at risk, Washington Elementary provided Title I funded interventions such as extended learning (individual teacher tutoring and/or use of Imagine Learning, computer-based tutoring) or summer school, to provide opportunities for student success or student study team services to determine the need for special education services.

Washington Elementary provided Parent Nights where teachers present and train parents in the concepts being taught in the classroom and are given materials they can use to help their children learn those concepts.

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.

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,993.99	\$745.30	\$5,248.69	\$66,350.65
District	♦	♦	\$9,444	\$60,776
State	♦	♦	\$5,677	\$67,348
Percent Difference: School Site/District			-44.4	12.3
Percent Difference: School Site/ State			-1.9	1.7

* Cells with ♦ do not require data.