



Washington Elementary School

4225 Sanborn Avenue. • Lynwood, CA 90262 • (310) 603-1513 • Grades K-6

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<http://washington.lynwood.k12.ca.us/>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



Lynwood Unified School District

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School Description

Principals Message

Washington Elementary School is a great place to be! The community, parents, staff, and students create an environment of life long learning and mutual respect. Together we recognize the need to provide a nurturing, well-balanced classroom environment that is driven by rigor, relevance, and relationships. Our staff and teachers work collaboratively to implement the California Common Core State standards, maintain a rigorous core curriculum and focus on student learning. Teachers meet regularly to discuss their grade level data from common assessments. During these reflections, teachers define barriers, adjust instruction, and plan interventions for student success.

Our students enjoy coming to Washington. We have a very caring and nurturing staff that focuses on student needs, student achievement, and most importantly, on student growth and learning. We work to provide all students a well rounded curriculum to develop the perseverance in every child. Students are recognized for outstanding academic effort and citizenship.

Washington Elementary School is one of the largest and oldest schools in the Lynwood Unified School District. We have many dedicated teachers that have worked at Washington for 10 years or more. This continuity helps establish a culture of high expectations for all current and future students. We have been fortunate to have alumni return as teachers who take pride in supporting the Washington community of learners. The result of our collaboration, focused teaching and learning has resulted in continuous improvement on the District Benchmarks and SBAC the highest in Lynwood Unified School District.

Washington is committed to providing all of our students with a quality education.

Shamell Wilson, PRINCIPAL

Major Achievements

- During the 2016-2017 school year, Washington Elementary School showed improved student learning in both Language Arts and Mathematics as measured by the SBAC.
- Our teachers meet in professional learning communities to establish goals, develop interim assessments for our unit standards, and discuss ways in which to support students who are not meeting goals. They share research-based strategies, best practices, look at student work, and plan instruction for future learning.
- During our Data Reflection meetings, teachers and administration analyze district common assessment data to discuss meeting District proficiency target goals in English language arts and Mathematics, organized by individual student performance and subgroups. Our goal is to identify struggling students and create interventions. For those students meeting the goals, teachers discuss enrichment opportunities and differentiation opportunities, to continue their learning and development.
- On November 29, 2016 We opened a brand new Coding and Robotics Laboratory. This lab will provide students the opportunity to explore and discover while acquiring 21st Century Skills in the areas of Computer Programming and Engineering.

Mission

Washington Elementary will provide all students the necessary strategies to grow academically and instill in each student a sense of perseverance to achieve their personal goals through a rigorous and balanced curriculum.

Vision

We, at Washington Elementary, are dedicated professionals who take an active role in the educational development of each student. Through rigorous standards based curriculum and a focus on perseverance, we inspire our students to reach their highest potential. We diligently research the best practices in education and integrate those practices into our instructional program. We encourage our students to take responsibility for their own learning with a positive attitude. We believe our students are the leaders of tomorrow. We strive to instill a sense of integrity, respect, and compassion into each child. We proudly empower our students to become successful lifelong learners and productive members of society.

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.

2016-17 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	129
Grade 1	106
Grade 2	87
Grade 3	115
Grade 4	93
Grade 5	119
Grade 6	92
Total Enrollment	741

2016-17 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.9
American Indian or Alaska Native	0
Asian	0
Filipino	0
Hispanic or Latino	93.7
Native Hawaiian or Pacific Islander	0
White	0.4
Two or More Races	0
Socioeconomically Disadvantaged	91.2
English Learners	40.5
Students with Disabilities	7.2
Foster Youth	0.8

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			
Washington Elementary School	15-16	16-17	17-18
With Full Credential	34	32	33
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Lynwood Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments			0
Vacant Teacher Positions	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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

We choose our textbooks from lists that have already been approved by state education officials. For a list of some of the textbooks we use at our school, see the Data Almanac that accompanies this report.

We have also reported additional facts about our textbooks called for by the Williams legislation of 2004. This online report shows whether we had a textbook for each student in each core course during the 2013–2014 school year and whether those textbooks covered the California Content Standards.

Textbooks and Instructional Materials Year and month in which data were collected: 12/2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Open Court Anthology English/Language Arts 2002 Holt Literature & Language Arts English/Language Arts 2003 Corrective Reading Decoding - Level C English/Language Arts 2007 Spelling Through Morphographs - Level C English/Language Arts 2007 Corrective Reading Decoding - Level C English/Language Arts 2007 Spelling Through Morphographs - Level C English/Language Arts 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	California Go Math, 2015 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	CA Science Science 2008 Focus on Earth Science, CA Edition Science 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

Textbooks and Instructional Materials
Year and month in which data were collected: 12/2017

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
History-Social Science	History-Social Science for CA Social Studies 2006 World History-Ancient Civilizations Social Studies 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected:				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
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	Exemplary	Good	Fair	Poor

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	40	45	32	33	48	48
Math	31	36	20	22	36	37

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	96	93	96.9	29.0
Male	43	41	95.4	41.5
Female	53	52	98.1	19.2
Hispanic or Latino	87	84	96.6	29.8
Socioeconomically Disadvantaged	87	84	96.6	26.2
English Learners	18	17	94.4	

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	43	29	38	35	60	56

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

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

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

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	21	16.8	10.1

* 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.

**School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	431	427	99.07	45.2
Male	198	195	98.48	42.56
Female	233	232	99.57	47.41
Black or African American	26	26	100	38.46
Hispanic or Latino	404	400	99.01	45.75
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	405	401	99.01	44.39
English Learners	237	233	98.31	39.48
Students with Disabilities	30	30	100	26.67
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

**School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	430	430	100	35.58
Male	199	199	100	38.19
Female	231	231	100	33.33
Black or African American	26	26	100	23.08
Hispanic or Latino	403	403	100	36.23
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	404	404	100	35.15
English Learners	238	238	100	30.25
Students with Disabilities	30	30	100	23.33
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

We show great pride in our parental involvement at Washington Elementary School. Our School Site Council (SSC) plays an important role in decision-making at the school. The SSC is a group of teachers, parents, classified employees, that works with the administration to develop, review, and evaluate school improvement programs and school budgets. The members of the site council are generally elected by their peers.

Washington Elementary has an English Language Advisory Council (ELAC) which is a committee for parents or other community members who want to advocate for English Learners. The purpose is to advise the administration, school, staff, and the School Site Council (SSC) on programs and services for English Language Learners.

Washington Elementary receives state categorical funding to support compensatory education programs for educationally disadvantaged students. The School Advisory Committee (SAC) advises the administration and the SSC on the design and implementation of the compensatory education program. Members of the SAC are elected by parents of students participating in the compensatory education program.

Parents make a difference at Washington. Parents are encouraged to volunteer on campus and in our classrooms. We have parents that have been fingerprinted and TB tested in order to qualify to be campus volunteers. Parents enjoy developing a “partner” relationship with staff and students. We enjoy having the additional adults on campus. Our students are very respectful to all our volunteers.

Under the initiative of our Superintendent we are in the process of reestablishing our PTA. We will be recruiting parents to plan, organize and collaborate to create many great activities and fundraisers for all our students and families. We hope all of you can join!

Our Administration has organized opportunities for parent workshops lead by school staff. We are excited to provide the additional support structures designed to teach parents how to support students academically at home and to increase their personal knowledge and skills regarding topics such as college and career readiness and technology. We are very fortunate to have supportive and innovative resources for our parents.

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.

School Safety Plan

Washington Elementary School’s school safety plan states that “we will provide a safe, orderly, and secure environment conducive to learning; will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm; will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.”

Our School Safety Plan is updated yearly. The plan was updated during the 2016-2017 school year. Our staff reviews, edits, and makes changes to the plan and the plan is submitted for SSC approval. The goal is to ensure a safe and non-violent school environment. Additional safety measures include:

- Drills held for fire, earthquake, and/or secure campus scenarios
- Staff members trained and assigned specific responsibilities for emergency operations
- Perimeter fencing and security cameras
- Identification and tracking procedure for visitors who may only enter the campus through the school office
- Frequent and effective communication with district security
- School communication system such as PA, walkie talkie and in-class telephones

Campus monitors, teachers, and administrators supervise and monitor student activity before, during and after school. Students are disciplined with dignity inside and outside of the classroom. Teachers are implementing Rick Morris’ classroom management techniques which have increased student achievement.

PBIS

Along with the entire Lynwood School District we have implemented the Positive Behavior Intervention and Supports (PBIS) Program. PBIS is a proactive system wide framework for creating and maintaining safe and effective learning environments in schools, and ensuring that all students have the social skills needed to ensure their success at school and beyond. The purpose of PBIS is to establish a climate in which appropriate behavior is the norm. For exhibiting positive behavior on campus Prizes are rewarded bimonthly to individual students and quarterly to entire classes. PBIS has become a wonderful part of the school culture and community.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.2	0.8	1.1
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	2.5	3.4	3.5
Expulsions Rate	0.0	0.0	0.0
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2006-2007
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	17	
Percent of Schools Currently in Program Improvement	89.5	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0.25
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	0.5
Social Worker	0
Nurse	1.0
Speech/Language/Hearing Specialist	1.5
Resource Specialist	1.0
Other	6
Average Number of Students per Staff Member	
Academic Counselor	

* 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+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	23	23	23	1	1	1	5	5	5			
1	22	22	22	2	2	1	4	4	3			
2	22	22	21	1	1	1	4	4	5			
3	25	25	19			4	5	5	1			
4	31	31	29				3	3	4			
5	31	31	28				3	3	3	1	1	
6	30	30	32				4	4	3			1

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

Professional Development provided for Teachers

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Washington Elementary School is implementing the district's multi-year professional development plan. This plan provides training for all coaches, administrators, and teachers and includes:

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training

- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners, AVID) outlined throughout the year

The district has also implemented a monitoring system to ensure the effectiveness of professional development for our staff. The monitoring system includes follow up sessions and site visits from district professional development facilitators. Washington teachers dedicate time each year for professional growth and our district provides support for continuing education and professional development.

Our staff also participates in Professional Development at the Site Level

- Cultural Proficiency
- AVID Strategies
- ELD/ALD Strategies

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$47,603	\$48,522
Mid-Range Teacher Salary	\$79,532	\$75,065
Highest Teacher Salary	\$92,627	\$94,688
Average Principal Salary (ES)	\$109,493	\$119,876
Average Principal Salary (MS)	\$111,064	\$126,749
Average Principal Salary (HS)	\$123,583	\$135,830
Superintendent Salary	\$231,678	\$232,390
Percent of District Budget		
Teacher Salaries	34%	37%
Administrative Salaries	6%	5%

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

Types of Services Funded

The Lynwood Unified School District is committed to academic excellence by providing the best possible learning opportunities for all students. Our district provides a wide variety of academic programs and socio-emotional services for students to reach their academic goals. Some of the programs and services provided for students in Lynwood Unified School District include:

- Title I
- Migrant Education
- SES Tutoring
- Title III - Interventions
- LCAP
- Language Proficiency Testing (CELDT)
- AVID
- Special Education Services
- Resources for Foster Youth and Homeless Students
- Common Assessment Data Compilation
- Socio-emotional and Mental Health Counseling and Resources
- Resources for Pregnant and Parenting Teens
- Positive Behavior and Support (PBIS)
- Assistance with Health Insurance Enrollment
- Afterschool Programs
- Academic Fieldtrips

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 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	6,374	1,599	4,775	71253.49
District	♦	♦	4564	\$77,992
State	♦	♦	\$6,574	\$77,824
Percent Difference: School Site/District			4.6	-2.7
Percent Difference: School Site/ State			-15.9	-4.0

* Cells with ♦ do not require data.