



Washington Elementary School

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

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



Mendota Unified School District

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School Description

Washington Elementary School is a TK-1 school serving approximately 400 students in 2017-2018 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. 100% of the teachers are fully credentialed.

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	233
Grade 1	159
Total Enrollment	392

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0.3
Asian	0.3
Filipino	0
Hispanic or Latino	98
Native Hawaiian or Pacific Islander	0
White	0.5
Two or More Races	0
Socioeconomically Disadvantaged	99.7
English Learners	81.6
Students with Disabilities	3.1
Foster Youth	0.3

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	17	15	18
Without Full Credential	0	2	0
Teaching Outside Subject Area of Competence	0	0	0
Mendota Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	137
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	0

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	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.

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

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 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Wonders/2017 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%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Elementary was recently modernized/renovated and not FIT report is available to date.

Staff and students returned to the new campus in August of 2017. No report has been conducted of the renovations.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: N/A - Opened Remodeled School in Fall of 2017				
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			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
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] 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

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)

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, and PIQE. 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 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's School Safety Plan is revised on an annual basis. Revisions occur at the beginning of each school year to ensure 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 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.

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	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+		
	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	24	24	24				8	8	8			
1	21	21	23	1	1		8	6	7			

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

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 Staff mtg PL PLC TOPIC(S)	20 3/29/17 X
1 8/9/2016 x Welcome back, procedures, district policies	21 4/26/17 X RtI Refinement & ELD Testing
2 8/17/2016 x CELDT Training, staff meeting, PBIS	22 5/2/17 X RtI Regrouping and Planning
3 8/24/2016 x x Assessments, KSEP, Norms, PLC	23 5/23/17 X Awards, Benchmarks & EOY
4 8/31/2016 X X Staff handbook, Reminder, Duty Placement, PLC	24 6/7/17 X End of the announcements
5 9/14/2016 x Objectives and progress reports	
6 9/25/2016 x Lock Down and Progress Monitoring	DATE TOPIC
7 10/5/2016 X X School Safety Training	8/4/15 Welcome back info: handbook, safety plan
8 10/12/2016 X X PBIS, Writing, PR Data and assessments	8/11/15 PBIS, pre assessments, ELAC/SSC, PLC
9 10/26/2016 X x X Centers PL, data review, pa review, RtI planning	9/14/15 EL Notifications B2, RtI, objectives, emergency plans
10 11/8/2016 X X Spelling City PL	9/28/15 Progress monitoring, focus walks, Lockdown procedure
11 11/30/2016 X RtI review	10/5/15 Power school, Q1 awards, Illuminate
12 12/7/2016 X End of year celebrations, retirements	10/21/15 Lockdown review, report cards, ELD, POP/IR
13 1/11/2017 x Data Review of 2nd Quarter	11/4/15 Reminders: Committee updates, IR feedback
14 1/23/2017 X Tech PD	12/2/15 RTI plan updates (activities/strategies)
15 2/8/2017 X x CELDT Data Review ELD Integrated vs. Designated	12/16/15 End of quarter assessments/reporting
16 2/22/2017 x x ELD Level Descriptors & Sample Lesson	1/22/16 Review of lockdown, Data Walls
17 3/8/2017 x Lockdown review & adoption tech preview	2/3/16 PL on PBIS resources, procedures, staff bucks, goals, data
18 3/15/2017 x 4th Qrt Goal	2/17/16 Walk thrus, awards, PLCs
19 3/22/2017 x Data Review of 3rd Quarter	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

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,719	\$44,144
Mid-Range Teacher Salary	\$67,246	\$69,119
Highest Teacher Salary	\$76,741	\$86,005
Average Principal Salary (ES)	\$87,205	\$106,785
Average Principal Salary (MS)	\$87,205	\$111,569
Average Principal Salary (HS)	\$102,087	\$121,395
Superintendent Salary	\$175,000	\$178,104
Percent of District Budget		
Teacher Salaries	32%	34%
Administrative Salaries	5%	6%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$9357.92	\$1894.66	\$7463.26	\$69988
District	◆	◆	\$9977	\$62,132
State	◆	◆	\$6,574	\$69,649
Percent Difference: School Site/District			-25.2	15.2
Percent Difference: School Site/ State			31.5	3.9

* Cells with ◆ do not require data.

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 Wonders 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.

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.