

# Washington Elementary School

4402 West Oakdale Rd. • Winton, CA 95388-9755 • 209-358-5679 • Grades P-8

Richard Lopez, Principal

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www.mrsd.us



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

### Superintendent's/Principal's Message

Welcome to the Merced River School District: Home of the Patriots! The Merced River School is a rural Transitional Kindergarten through 8th grade school district. Up until the start of the 2016-2017 school year, the Merced River School District was comprised of Hopeton Elementary School (TK-3rd) and Washington Elementary School (4th-8th). In 2013, our community passed a local bond measure to modernize the aging facilities and also combine campuses due to declining enrollment from previous years. In 2015-2016, we began construction to build 4 additional classrooms at the Washington School site in order to combine campuses and bring the Hopeton Elementary School students onto the Washington campus. In the start of the 2016-2017, we were able to start the new school year having all students on the same campus thus closing the Hopeton campus. We also saw an increase in our enrollment of approximately 25 students overall from the previous year. In 2016-2017, we also maximized our bond funds to upgrade our computer lab. For the upcoming school year, we look to complete additional projects to the district.

In 2014-2105, our district developed the Local Control Accountability Plan (LCAP) with all stakeholder input in order to improve outcomes for all students, especially our English Language Learners, Foster Youth and Low-Socioeconomic populations. Each year following, we have modified the Actions/Services in the LCAP in order to set new ones to help us achieve our goals. Our 3 Local Goals with Expected Annual Outcomes and Actions and Services include: 1) Assure that all students will be provided with access to State Standard curriculum and materials, 2) Raise Reading and Math scores for all students, including English Learners, and 3) Prepare students to be High School, College, Trade School or Career ready. We will partner with families to insure that all students are ready for their high school transition. Our district meets with our stakeholders to review the LCAP processes and receive their input as to how the district can best meet the needs of our students and help them achieve.

### Merced River School District's Vision Statement:

It is the vision of the Merced River School Staff to educate their students to be functional, literate, contributing members to society at large. In order to achieve this vision, the mission of the school community is to model lifelong learning and to take personal and professional responsibility for collaborating with students, families, and the community to provide appropriate opportunities and adequate support that will promote students as they endeavor to maximize their potential.

### Merced River School District's Mission Statement

Our mission is to develop the full potential of ALL students' intellectual, ethical, physical, creative, cultural, social, and Technological capabilities. This will be accomplished by providing meaningful instruction and building positive relationships with young people. We are dedicated to maximizing the professional skills and human potential of every staff member, recognizing that maintaining and retaining an exemplary staff is the key to student development. A further commitment is made to all students and parents to assuring that each and all students will be provided with curriculum based on standards required and addressing college and or career entrance.



### Merced River Union Elementary School District

4402 West Oakdale Rd.  
Winton, CA 95388  
(209) 358-5679  
www.mrsd.us

#### District Governing Board

Bryan Fillebrown  
Robert Gamble  
Lorrie McDowell  
Scot Sherman  
George Soares

#### District Administration

Richard Lopez  
**Superintendent**  
Richard Lopez

## 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	29
Grade 1	20
Grade 2	18
Grade 3	11
Grade 4	17
Grade 5	18
Grade 6	13
Grade 7	23
Grade 8	26
<b>Total Enrollment</b>	<b>175</b>

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	1.1
Asian	0
Filipino	0
Hispanic or Latino	64
Native Hawaiian or Pacific Islander	0
White	29.1
Two or More Races	3.4
Socioeconomically Disadvantaged	84
English Learners	41.7
Students with Disabilities	10.9
Foster Youth	0

## 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
<b>With Full Credential</b>	5	9	10
<b>Without Full Credential</b>	0	0	0
<b>Teaching Outside Subject Area of Competence</b>	0	0	0
Merced River Union Elementary School District	15-16	16-17	17-18
<b>With Full Credential</b>	♦	♦	10
<b>Without Full Credential</b>	♦	♦	0
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	15-16	16-17	17-18
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	0	0	0
<b>Vacant Teacher Positions</b>	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)**

Curricula in the various subject areas are adopted on the seven-year cycle from the State-approved lists. Prior to adoption, materials are made available for public review for 30 days. The staff is also given ample opportunity to work with a variety of textbooks to make their final recommendations. Once reviewed, the local Board of Trustees makes the final decision to approve the textbook adoption based on the recommendation of the staff and Superintendent. In addition to textbooks, the District also furnishes materials to encourage a “hands-on” approach to instruction. Staff is always encouraged to share and try new things and new programs may be piloted with administrative approval.

With the integration of technology in education, our district is committed to ensuring that all of our students have access to the various curricula and other online educational support programs online. All of our 5th-8th grade students have Chromebooks assigned to them. The 6th-8th grade students use an online Language Arts program. All of our students have their own books for use in class and to take home. The District has assured that all students have access and possess their own textbook in all subject areas. In addition to this, the district purchases all consumables and intervention materials for each student and quite often also purchases basic school supplies for all. All of our TK-4th grade students have access to iPads in order to access other school district provided online programs. The district is committed to providing all students with access to technology to further deepen student learning.

We verify textbook adoption yearly and at this time are in the process of piloting new textbooks for English Language Arts/English Language Development and Mathematics. We will look to adopt/pilot new curricula in the areas of social studies and science. For the 2017-2018 school year, the district will launch a digital curriculum for all 6h-8th graders with the Next Generation of Science Standards. With the need for continued technology upgrades, the district is committed to purchasing at least 30 new Chromebooks each year.

We conduct annual verification of textbooks and have a process in place to order replacements on a needed basis.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Core Knowledge Language Arts TK-5th Amplify Language Arts- Digital Curriculum 6th-8th  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Engage New York Mathematics TK-8 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	Harcourt Adopted 2006  Harcourt Adopted 2007  Amplify Science (Pilot for 6th-8th) 2017  The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Harcourt Adopted 2007  McDougal Littell Adopted 2007  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)**

Washington School was built in the early 1900s and facilities consist of a main building that houses the office, IMC room, and four classrooms. A fairly new gymnasium with two rooms attached now houses the library in one room and the computer lab in the other. This gymnasium facility also houses a modern kitchen and cafeteria where lunch is served to Washington students. The gymnasium also has a full stage for theatrical production. A small room or old office is used in the main classroom building for Special Education testing, for individualized education plans (IEPs), for conferences, as well as for one-on-one speech therapy services. Additionally, we built 4 new classrooms with all new furniture to accommodate our TK-3rd grade students.

A storage shop is also on site to store tools and equipment. The site has a large playing field used for sports; it also has as a paved playground area with basketball and volleyball courts as well as a play area with swings and other playground equipment.

The school site is clean and well maintained. The equivalent of one full-time custodian, along with the shared maintenance and operations District person, maintain and keep facilities clean and safe.

A regular maintenance schedule is maintained to insure that classrooms and restrooms are cleaned daily and available to students and staff without any interruption to the school day. Continuous modernization and maintenance is conducted according to our five-year maintenance plan as well as with our District and site strategic plan. Our facilities are inspected twice per year using a checklist and repairs conducted in accordance.

All areas that may be found in need of repairs are dealt with immediately with highest priority given to those posing a safety hazard to our students.

For future facility improvements in the near future, we are hoping to paint all classrooms and site buildings. Additionally, with the passing of a local bond, we will be consolidating the campuses onto the Washington School site as well as modernizing the existing main building at Washington 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.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 08/2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
<b>Overall Rating</b>	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

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	44	47	42	47	48	48
Math	33	25	31	25	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.

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	53	65	53	65	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	13.3	6.7	20
7	20.8	16.7	33.3

\* 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	31	31	100.0	64.5
Male	11	11	100.0	81.8
Female	20	20	100.0	55.0
Hispanic or Latino	19	19	100.0	52.6
Socioeconomically Disadvantaged	26	26	100.0	57.7

\* 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.

**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	109	106	97.25	47.17
Male	51	50	98.04	38
Female	58	56	96.55	55.36
Black or African American	--	--	--	--
Hispanic or Latino	68	65	95.59	43.08
White	32	32	100	50
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	84	96.55	44.05
English Learners	41	39	95.12	28.21
Students with Disabilities	19	19	100	21.05

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	109	106	97.25	25.47
Male	51	50	98.04	20
Female	58	56	96.55	30.36
Black or African American	--	--	--	--
Hispanic or Latino	68	65	95.59	20
White	32	32	100	31.25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	87	84	96.55	21.43
English Learners	41	39	95.12	10.26
Students with Disabilities	19	19	100	10.53

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)**

Our district understands that it takes a partnership between school and home in order to help our students succeed and meet quarterly and annual individual goals. We promote parental involvement throughout the year and encourage all parents to be active in the various programs that we have to offer. School volunteers, chaperones, Parents Teacher Club (PTC), School Site Council (SSC), Local Control Accountability Plan (LCAP) advisory committee, tutors, fundraisers, classroom helpers, and community-based tutoring programs are all examples of opportunities for parents to be involved in our school and district. This past year, we have partnered with the local high school district to provide our parents with English learner classes. In order to develop a stronger relationship with all of our parents and community members, we encourage them to be active members in the Merced River School District's learning community.

For more information on how to become involved, contact Richard Lopez, Superintendent/Principal, at (209) 358-5679 or rlopez@mrzd.us.

**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**

The following safety measures are taken to ensure our staff and students have a safe and healthy environment: our school is fully gated, visitors must sign-in at the school office and receive a visitor's pass, and all staff has been trained on emergency procedures according to the School Safety Plan.

The School Safety Plan continues to be reviewed annually and is updated as needed by staff and the school site council/LCAP Committee. Key elements of the plan include monthly safety drills, lock down drills, crisis intervention plans, and all emergency contingency plans.

The School Safety Plan was last reviewed, updated, and discussed with the school faculty in August 2017 and was adopted by the school board in August of 2017.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.5
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	0.0	0.0	0.5
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	Not In PI
First Year of Program Improvement	2010-2011	
Year in Program Improvement	Year 3	
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.0
Counselor (Social/Behavioral or Career Development)	0.0
Library Media Teacher (Librarian)	0.0
Library Media Services Staff (Paraprofessional)	0.0
Psychologist	0.2
Social Worker	0.0
Nurse	0.2
Speech/Language/Hearing Specialist	0.5
Resource Specialist	1.0
Other	0.8
Average Number of Students per Staff Member	
Academic Counselor	0.0

\* 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

Staff and curriculum development continues to be the major focus for the Merced River Union Elementary School District. As a small, rural school district we tend to hire a fairly high number of new teachers and staff development needs are always at the forefront. We allot one day per week for early release days which are used for staff development. These staff development days are used to focus on a variety of topics that area crucial as we embark on new curriculum and new assessments. We continue to focus on the integration of new State Standards (Common Core) in the areas of English Language Arts/English Language Development and Mathematics. We are also focusing some of our training sessions to focus on writing, Next Generation Science Standards, English Language Development, California Assessment of Student Performance and Progress (CAASPP), English Learner Proficiency Assessments for California, Positive Behavior Interventions and Strategies (PBIS) and the Local Control Accountability Plan (LCAP).

Merced River Union Elementary School District has scheduled these training days around these topics and will continue to promote and encourage staff to seek and participate in staff development and professional growth opportunities. The district administration strongly encourages all staff, both certificated and classified, to attend conferences and workshops that will allow them as employees to better serve our students. The district also receives support from the Merced County Office of Education to provide staff development for our staff throughout the year.

In the upcoming school years, we will continue to dedicate the staff development sessions on the topics mentioned above to help better prepare our teachers and staff.

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$41,917	\$42,598
Mid-Range Teacher Salary	\$59,373	\$62,232
Highest Teacher Salary	\$76,534	\$80,964
Average Principal Salary (ES)		\$102,366
Average Principal Salary (MS)		\$104,982
Average Principal Salary (HS)		
Superintendent Salary	\$103,000	\$117,868
Percent of District Budget		
Teacher Salaries	28%	32%
Administrative Salaries	6%	7%

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://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	\$12,352	\$1,494	\$10,858	\$53,584
District	♦	♦	\$12,352	\$57,506
State	♦	♦	\$6,574	\$61,939
Percent Difference: School Site/District			-12.1	-6.8
Percent Difference: School Site/ State			65.2	-13.5

\* Cells with ♦ do not require data.

### Types of Services Funded

Programs and services are provided at the school, as well as all costs associated with:

Operating a rural district

Serving students in grades TK-8, including food service and transportation

Continuing to remain financially sound

Providing the best possible education to our students

Attempting to maintain a competitive salary and benefit scale for our employees

Our school district is able to fund a Technology Instructor who provides students and teachers with online learning and how to best use technology as part of the curriculum. The Technology Instructor provides technology services to both sites.

### 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.