

# Washington Elementary School

## School Accountability Report Card

### Reported Using Data from the 2018-19 School Year

#### Published During 2019-20

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://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.

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://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.

## About This School

#### **School Contact Information (School Year 2019-20)**

| Entity                            | Contact Information          |
|-----------------------------------|------------------------------|
| School Name                       | Washington Elementary School |
| Street                            | 1501 Ellis Street            |
| City, State, Zip                  | Kingsburg, CA 93631          |
| Phone Number                      | (559) 897-2955               |
| Principal                         | Mrs. Laura North             |
| Email Address                     | lnorth@kesd.org              |
| Website                           | www.kesd.org                 |
| County-District-School (CDS) Code | 10-62240-6006720             |

| Entity                | Contact Information                          |
|-----------------------|--|
| <b>District Name</b>  | Kingsburg Elementary Charter School District |
| <b>Phone Number</b>   | (559) 897-2331                               |
| <b>Superintendent</b> | Dr. Wesley Sever                             |
| <b>Email Address</b>  | wsever@kesd.org                              |
| <b>Website</b>        | www.kesd.org                                 |

## School Description and Mission Statement (School Year 2019-20)

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### District Vision

It is the vision for each student to become a life-long learner and productive citizen, leading a fulfilled life. Included in the vision of the Charter is the drive to enable students to become educated citizens who will be literate, have problem solving skills, be self-motivated, able to utilize technology, and become socially responsible.

### Principal's Message

Washington's mission statement that was created and upheld by every staff member is simple. Every student will learn in an environment in which they feel loved, safe, and respected. All children in every classroom will learn a rigorous curriculum differentiated to prepare them for the next grade level. Each student's success will be acknowledged. We will form the foundation for building productive citizens of our community and the world.

We have a strong, common core standards-based program. Teachers utilize the thematic approach incorporating all areas of the curriculum in the basic theme. We use Sheltered Instruction Observation Protocol (SIOP) for lesson design and delivery, which ensures that the English Language Learners needs are met. This method of teaching provides for differentiation and checking for understanding throughout the lessons. The Washington staff is a highly qualified and enthusiastic group of professionals who are dedicated to bringing out the best qualities in our students, ourselves, and in the work that we do together. We are truly an organization that respects learning, honors teaching, and teaches for understanding. The staff collaborates through professional learning communities, with a focus on the academic success of each student embedded into every aspect of planning, organization, and use of resources—materials, fiscal and personnel.

In 1996, the staff of the Kingsburg Elementary School District, in conjunction with the citizens of the community, adopted a charter school compact. This allowed Washington School to become a charter school within the Kingsburg Elementary Charter School District, the second in the State. Through this living document, the charter, Washington, has been able to adopt creative methods of educating, using researched-based best practices, while maintaining the traditional high standards expected by the Kingsburg Community.

Today, Washington is a family of 350 (preschool-kindergarten) and 35 staff members with a commitment to excellence. The current building was constructed in 1939-40. The building has served as a primary school site, District offices, and now currently houses the Transitional Kindergarten, Kindergartners and 130 preschool students of Kingsburg. In 2010, Washington School became an Early Childhood School with many programs to meet the needs of students ages 3 - kindergarten. The school program is a modified all-day kindergarten schedule. With the unique grade configuration of the schools in our District, there is a common thread that unites the students as they transition into and out of the schools throughout the years. The state preschool and early intervention programs are on the Washington campus making the transition from preschool to kindergarten an easy transition. Washington School has a kindergarten transition plan that all local preschools and childcare providers use in order to make transition to kindergarten informative and easy on the students and families. Washington School also has a two-year kindergarten program called Transitional Kindergarten. This program has been developed in line with the Kindergarten Readiness Act of 2010, SB 1381. All students with fall birth dates will be enrolled in the transitional kindergarten program. The staff has developed strong friendships where tolerance is accepted and diversity is welcomed. Washington has developed a strong partnership with the community it serves, where high expectations for academic standards, citizenship, community service, recreation, and traditional values are embraced and enveloped in the framework of a caring community.

The maintenance staff is an important part of the learning community, taking pride in making this historical building a place where students and staff are honored to attend. Washington creates a stimulating, and aesthetically pleasing environment that is enjoyed by the community. Washington is proud to be a member of the Kingsburg Elementary Community Charter District.

#### **Student Enrollment by Grade Level (School Year 2018-19)**

| <b>Grade Level</b>      | <b>Number of Students</b> |
|-------------------------|---------------------------|
| <b>Kindergarten</b>     | 306                       |
| <b>Total Enrollment</b> | 306                       |

#### **Student Enrollment by Group (School Year 2018-19)**

| <b>Student Group</b>                    | <b>Percent of Total Enrollment</b> |
|---|------------------------------------|
| <b>American Indian or Alaska Native</b> | 0.3                                |
| <b>Asian</b>                            | 2                                  |
| <b>Hispanic or Latino</b>               | 62.4                               |
| <b>White</b>                            | 30.7                               |
| <b>Two or More Races</b>                | 3.3                                |
| <b>Socioeconomically Disadvantaged</b>  | 62.1                               |
| <b>English Learners</b>                 | 19.3                               |
| <b>Students with Disabilities</b>       | 7.8                                |
| <b>Homeless</b>                         | 17.3                               |

## 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

| Teachers   | School<br>2017-18 | School<br>2018-19 | School<br>2019-20 | District<br>2019-20 |
|--|-------------------|-------------------|-------------------|---------------------|
| With Full Credential   | 13                | 11                | 12                | 95                  |
| Without Full Credential  | 0                 | 3                 | 1                 | 8                   |
| Teaching Outside Subject Area of Competence (with full credential) | 0                 | 0                 | 0                 | 0                   |

### Teacher Misassignments and Vacant Teacher Positions

| Indicator                                      | 2017-18 | 2018-19 | 2019-20 |
|--|---------|---------|---------|
| Misassignments of Teachers of English Learners | 0       | 0       | 0       |
| Total Teacher Misassignments*                  | 0       | 0       | 0       |
| Vacant Teacher Positions                       | 0       | 0       | 0       |

Note: "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 2019-20)

Year and month in which data were collected: September 2019

Washington utilizes Harcourt My Math mathematics and Houghton Mifflin Harcourt Journeys for English language arts. All students, including English Learners, have equal access to their own textbooks and instructional materials, to use in class and to take home. We have purchased through categorical funds, Bright Start, PALS and Rode to the Code to assist with intervention needs of students.

| Subject                | Textbooks and Other Instructional Materials/year of Adoption | From Most Recent Adoption? | Percent Students Lacking Own Assigned Copy |
|------------------------|--|----------------------------|--|
| Reading/Language Arts  | Houghton Mifflin Harcourt 2016                               | Yes                        | 0%   |
| Mathematics            | MC Graw-Hill My Math 2014                                    | Yes                        | 0%   |
| Science                | District Developed Units of Study 2017                       | Yes                        | 0%   |
| History-Social Science | District Developed Units of Study 2017                       | Yes                        | 0%   |

## School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Elementary School was originally constructed in 1938. The Washington Elementary School campus is currently comprised of 21 classrooms, a multi-purpose room/cafeteria, a library, one staff lounge, two playgrounds, and a workroom.

**Cleaning Process:** The principal works with the custodial staff of two to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The District Governing Board has adopted cleaning standards for all schools in the District. A summary of these standards is available at the District Office for review.

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

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)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

**Year and month of the most recent FIT report:** 12/2/2019

| System Inspected  | Rating | Repair Needed and Action Taken or Planned |
|---|--------|---|
| <b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer                       | Good   |   |
| <b>Interior:</b> Interior Surfaces                                      | Fair   | interior surfaces                         |
| <b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation       | Good   |   |
| <b>Electrical:</b> Electrical   | Good   |   |
| <b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains                 | Good   |   |
| <b>Safety:</b> Fire Safety, Hazardous Materials                         | Good   |   |
| <b>Structural:</b> Structural Damage, Roofs                             | Good   |   |
| <b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences | Good   |   |
| <b>Overall Rating</b>   | Good   |   |

## 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. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most 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.

### CAASPP Test Results in Science for All Students

#### Grades Five, Eight, and Ten

#### Percentage of Students Meeting or Exceeding the State Standard

| Subject                               | School<br>2017-18 | School<br>2018-19 | District<br>2017-18 | District<br>2018-19 | State<br>2017-18 | State<br>2018-19 |
|---------------------------------------|-------------------|-------------------|---------------------|---------------------|------------------|------------------|
| Science (grades 5, 8 and high school) | N/A               | N/A               | N/A                 | N/A                 | N/A              | N/A              |

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

### State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

## 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 school site.

#### Opportunities for Parental Involvement (School Year 2019-20)

Parents and the community are very supportive of the education program at Washington Elementary School, and participate on the School Site Council. The English Learners Advisory Committee is another opportunity for parents to participate in the daily life of school. The Parent Club is very active for the benefit of all students attending Washington School. Parenting Workshops are provided for parents that desire to participate. Parents also volunteer in classrooms and on field trips. The district offers Parenting workshops to all parents. Parents can also be involved by helping with the Santa Lucia float for the local Santa Lucia parade in December. Preschool parents are invited to volunteer each month in their child's class. All transitional and traditional kindergarten classes have many opportunities for parent involvement such as Grandparents Day, Dancing with Dads, and Making Memories with Mom. In addition to Kindergarten orientation and open house we also have a Welcome to Washington Night for all incoming student to get them ready for school.

Washington Elementary School receives assistance from Kingsburg Community Assistance Programs (KCAPS.) KCAPS provides students from needy families with backpacks, coats, clothes, and food. Newly added this year is mental health support to students and families through All4Youth.

Parents who wish to participate in Washington Elementary School's leadership teams, school committees, school activities, or become a volunteer may contact the school office staff. Parents who wish to be on the School Site Council or English Learner Advisory Committee, are given an opportunity to be nominated and elected by their peers.

### 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.

### Suspensions and Expulsions

| Rate               | School<br>2016-17 | School<br>2017-18 | School<br>2018-19 | District<br>2016-17 | District<br>2017-18 | District<br>2018-19 | State<br>2016-17 | State<br>2017-18 | State<br>2018-19 |
|--------------------|-------------------|-------------------|-------------------|---------------------|---------------------|---------------------|------------------|------------------|------------------|
| <b>Suspensions</b> | 1.9               | 0.3               | 0.9               | 4.1                 | 3.0                 | 1.6                 | 3.6              | 3.5              | 3.5              |
| <b>Expulsions</b>  | 0.0               | 0.0               | 0.0               | 0.0                 | 0.2                 | 0.0                 | 0.1              | 0.1              | 0.1              |

### School Safety Plan (School Year 2019-20)

Washington Elementary School provides a safe and clean environment for students, staff, and volunteers. Safety of students and staff is a primary concern of Washington Elementary School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and State earthquake standards. At the beginning of the year, staff and School Site Council review the school safety plan. Key elements of the safety plan include: identifying the level of threat, protective options, staff initial action/response, incident coordinator, and incident management team. Revisions are shared with the staff. Fire drills are held once a month and earthquake and lockdown drills are held yearly.

The teachers and paraprofessionals supervise students throughout the day. Parents are asked to park their cars in front of the school and walk their students to the cafeteria before school starts. Visitors must register at the office and receive identification badges that must be displayed at all times. Kingsburg Elementary Charter School District encourages volunteers in the classroom, field trips, and with special projects. All school volunteers in direct contact with students are required to complete a District application form, provide evidence of a clear tuberculosis (TB) screening, and receive a Megan's Law check. The District clears all volunteers with the local police department through an automated record check. Volunteers working more than 10 days per month will need to fill out additional forms and submit to fingerprinting.

The Safety Plan was last reviewed with staff on August 2019.

## 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.

### Average Class Size and Class Size Distribution (Elementary)

| Grade Level | 2016-17 Average Class Size | 2016-17 # of Classes* Size 1-20 | 2016-17 # of Classes* Size 21-32 | 2016-17 # of Classes* Size 33+ | 2017-18 Average Class Size | 2017-18 # of Classes* Size 1-20 | 2017-18 # of Classes* Size 21-32 | 2017-18 # of Classes* Size 33+ | 2018-19 Average Class Size | 2018-19 # of Classes* Size 1-20 | 2018-19 # of Classes* Size 21-32 | 2018-19 # of Classes* Size 33+ |
|-------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|----------------------------|---------------------------------|----------------------------------|--------------------------------|
| K           | 24                         | 2                               | 10                               |                                | 23                         |                                 | 12                               |                                | 24                         |                                 | 13                               |                                |
| Other**     |                            |                                 |                                  |                                |                            |                                 |                                  |                                |                            |                                 |                                  |                                |

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

\*\* "Other" category is for multi-grade level classes.

### Ratio of Academic Counselors to Pupils (School Year 2018-19)

| Title                | Ratio  |
|----------------------|--------|
| Academic Counselors* | 3060.0 |

\*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.

### Student Support Services Staff (School Year 2018-19)

| Title   | Number of FTE* Assigned to School |
|---|-----------------------------------|
| Counselor (Academic, Social/Behavioral or Career Development) | .1                                |
| Library Media Teacher (Librarian)                             |                                   |
| Library Media Services Staff (Paraprofessional)               |                                   |
| Psychologist  |                                   |
| Social Worker   |                                   |
| Speech/Language/Hearing Specialist                            | .7                                |
| Resource Specialist (non-teaching)                            |                                   |

\*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.

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

| Level   | Total Expenditures Per Pupil | Expenditures Per Pupil (Restricted) | Expenditures Per Pupil (Unrestricted) | Average Teacher Salary |
|---|------------------------------|-------------------------------------|---------------------------------------|------------------------|
| School Site                                   | \$4,898                      | \$113                               | \$4,785                               | 63741                  |
| District                                      | N/A                          | N/A                                 | \$6,348                               | 63303                  |
| Percent Difference - School Site and District | N/A                          | N/A                                 | -28.1                                 | 0.7                    |
| State   | N/A                          | N/A                                 | \$7,506.64                            | \$77,619.00            |
| Percent Difference - School Site and State    | N/A                          | N/A                                 | -39.3                                 | -19.2                  |

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.



## Types of Services Funded (Fiscal Year 2018-19)

These programs and services are provided at the school either through categorical funds or other sources that support and assist students:

- LCFF
- Title I
- Lottery Prop 20
- ESEA (ESSA) T IV P

## Teacher and Administrative Salaries (Fiscal Year 2017-18)

| Category                                      | District Amount | State Average For Districts In Same Category |
|---|-----------------|--|
| Beginning Teacher Salary                      | \$42,062        | \$49,378                                     |
| Mid-Range Teacher Salary                      | \$59,695        | \$77,190                                     |
| Highest Teacher Salary                        | \$93,833        | \$96,607                                     |
| Average Principal Salary (Elementary)         | \$100,924       | \$122,074                                    |
| Average Principal Salary (Middle)             | \$106,147       | \$126,560                                    |
| Average Principal Salary (High)               | \$0             | \$126,920                                    |
| Superintendent Salary                         | \$164,461       | \$189,346                                    |
| Percent of Budget for Teacher Salaries        | 31%             | 36%  |
| Percent of Budget for Administrative Salaries | 6%              | 6%   |

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.

## Professional Development (Most Recent Three Years)

| Measure   | 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|---------|
| Number of school days dedicated to Staff Development and Continuous Improvement |         |         | 4.5     |

Staff members build teaching skills and concepts through participation in conferences and professional development throughout the year. The District offers one staff development day annually during which teachers are given a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics include Sheltered Instruction Observation Protocol, Professional Learning Communities, the implementation of Common Core standards. All professional development includes on-site coaching.

Kingsburg Elementary Charter School District's Beginning Teacher Support and Assessment (BTSA) program provides new teachers (those with less than three years of full-time teaching experience) and affected veteran teachers with personal support, guidance, modeling, direction, and mentoring in the areas of subject matter knowledge, teaching strategies, classroom management, and overall professional competence. In addition, the District also provides time and resources for collaboration, planning, and professional development for all staff. This year there are no new teachers needing BTSA support.

This year the staff at Washington School was trained in writing, ELA and ELD standards, and Sheltered Instruction Observation Protocol (SIOP) strategies. SIOP is the district instructional model. Local county offices of education, district personnel, and the site principal provide the professional development. SIOP training takes place during the afternoon on the Wednesday Flex Days and after students are dismissed from school. Washington School believes in professional development that is ongoing and sustainable.

In recent years and this year the Tulare County Office of Education has worked with our teachers to help them understand the process of Writing and guided reading. These trainings happen during the school year. 16-17 = Four 1/2 days of ELA PD, 17-18 = 3, and 18-19 = Two full days and two 1/2 days of ELA PD.