



John L. Prueitt Elementary

3501 Seventh St. • Wasco, CA 93280-9533 • (661) 758-7180 • Grades K-5

Mrs. Rosalinda Chairez, Principal

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2018-19 School Accountability Report Card Published During the 2019-20 School Year

Wasco Union Elementary School

District

1102 Fifth St.
Wasco, CA 93280-1825
(661) 758-7100
www.wuesd.org

District Governing Board

Anna Poggi
Danny Rueda
Luis Fernandez
Richard Reding
Cheryl Wegman

District Administration

Mr. Kelly Richers
Superintendent
J. Bradley Maberry
**Assistant Superintendent of
Student Services**
David Bowling
**Assistant Superintendent of
Curriculum**
Debbie Escobar
Director of Psychological Services
Rob Sanchez
**Director of Maintenance and
Operations**
Rick Sanchez
Director of Technology
Karen Evans
Chief Business Officer
Christina Rodriguez
Director of Human Resources

Principal's Message:

Hello, Parents and Students.

As the principal of John L. Prueitt Elementary School, I will model and expect dedication, respect, and high expectations from all of the school's employees so that every child who attends this school can and will receive the best quality education and think of John L. Prueitt school as a place that provides a safe, positive, and rewarding learning environment.

Principal's goal for the 2019-20 school year: to continue setting a strong academic foundation through the Common Core State Standards and effective teaching practices that will render positive results currently and in years to come; recent Common Core and State data indicates that John L. Prueitt Elementary remains on the path to strong and lasting academic success for all students. I will be available to all parents who would like to visit our school and speak with me. I look forward to meeting all of you at our school.

Respectfully,
Mrs. Rosalinda Chairez
Principal

Mission Statement:

John L. Prueitt Elementary School is committed to meeting the educational needs of all children through collaboration between school, parents, and the community. The entire staff at John L. Prueitt is committed to insuring that every student is successful, develops a positive self-image, makes positive decisions, and grows academically and socially. This commitment will provide all students an education, which promotes lifelong learning, an appreciation for diversity and responsible citizenship.

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 <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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	125
Grade 1	114
Grade 2	123
Grade 3	122
Grade 4	108
Grade 5	109
Grade 6	104
Grade 7	2
Grade 8	1
Total Enrollment	808

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	1.7
American Indian or Alaska Native	0.1
Asian	0.7
Hispanic or Latino	92.7
White	4.6
Two or More Races	0.1
Socioeconomically Disadvantaged	85.5
English Learners	28.5
Students with Disabilities	12.6
Homeless	0.4

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 for John L. Prueitt	17-18	18-19	19-20
With Full Credential	34	37	26
Without Full Credential	2	3	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Wasco Union	17-18	18-19	19-20
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at John L. Prueitt Elementary

Indicator	17-18	18-19	19-20
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)

The Wasco Union Elementary School District sets a high priority to ensure that sufficient and current textbooks and materials are available to support the school's instructional program. The District held a public hearing in September 2014 to determine the sufficiency of instructional materials. The History-Social Science curriculum was adopted on July 2018 and books were printed by the publisher to satisfy the shortage. The textbooks were received by August 2018.

Teacher input was sought by the District for K-5 and 6-8th Grades for the 2015-16 current Math adoption; the current Math curriculum called My Math by McGraw-Hill was Board approved on July 2015. Additionally, on February 2016, teacher input was sought by the District for K-5 and 6-8th Grades for the 2016-17 current ELA adoption. On February 22, 2016, the teachers in the District voted for McGraw Hill-Wonders (K-5th) and California Collections by Houghton Mifflin Harcourt (6th-8th). Board approval for this ELA adoption took place on April 2016.

All students at John L. Prueitt have sufficient textbooks in all subjects at all grades.

All students, including English learners, are given their own individual standards-aligned textbooks in core subjects for use in the classroom. All textbooks and instructional materials used within the District are aligned with the California State Board of Education Content Standards and Frameworks. Wasco Union Elementary School District follows the Board of Education's six-year adoption cycle for core content materials and the eight-year cycle for textbook adoptions in visual and performing arts and health.

Textbooks and Instructional Materials

Year and month in which data were collected: March, 2015, March 2016, March 2018, and March 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Wonders, Macmillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	My Math, McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	California Science, Pearson Scott Foresman The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	My World, Pierson School (K-6) 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)

John L. Prueitt Elementary School provides a safe and clean environment for students, staff, parents, and volunteers. The school was built in 1991, and its facilities are up-to-date and provide adequate space for students and staff. The facility layout strongly supports teaching and learning through its ample classroom and playground space, adequate office spaces, and two well-equipped staff resource rooms. A team of two full-time custodians and two part-time custodians ensure classrooms, restrooms, and campus grounds are kept clean and safe on a daily basis.

All facilities are inspected regularly to ensure that they are well-maintained and in good repair. Work orders are process promptly to ensure efficient service and that emergency repairs are given the highest priority.

The Principal, MOT director, and head custodian are in constant communication to ensure that John L. Prueitt School is a safe and clean premise for all of its students and employees.

There are 24 permanent classrooms and five portable classroom buildings—sufficient to support teaching and learning. This school has one computer lab in a portable building, one library, three grass fields, two separate sand playgrounds, and two teacher lounges in permanent buildings. Additionally, at least 27 teachers and the librarian have Chrome book carts with Chrome books for every student. The general condition of this school is good.

The students are kept safe before, during, and after school with the supervision of 9 yard supervisors, a full-time principal, vice principal, a full-time academic coach, a full-time counselor and 30 full-time teachers.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 06/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	42	44	32	35	50	50
Math	28	31	18	22	38	39

Note: 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.

Note: ELA and 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	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 area of physical education

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	11.3	28.3	31.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 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	436	428	98.17	44.16
Male	216	212	98.15	39.15
Female	220	216	98.18	49.07
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	395	387	97.97	43.15
White	25	25	100.00	68.00
Socioeconomically Disadvantaged	377	370	98.14	42.16
English Learners	227	225	99.12	35.56
Students with Disabilities	39	38	97.44	5.26
Students Receiving Migrant Education Services	19	17	89.47	35.29
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 2018-19 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	438	428	97.72	30.61
Male	217	212	97.70	29.72
Female	221	216	97.74	31.48
Black or African American	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	397	387	97.48	30.49
White	25	25	100.00	36.00
Socioeconomically Disadvantaged	379	370	97.63	29.46
English Learners	228	225	98.68	27.11
Students with Disabilities	39	38	97.44	7.89
Students Receiving Migrant Education Services	19	17	89.47	17.65
Foster Youth	--	--	--	--
Homeless	--	--	--	--

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 school site

Opportunities for Parental Involvement (School Year 2019-20)

The School Site Council (SSC) serves as an advisory body to the School Based Coordinated Program (SIP, EIA, Special Education, and EIA/EL) and School wide Programs (Title I). The Council acts as the representative body of parents, teachers, school personnel, and community members to formulate and help implement the Comprehensive School Plan. Following approval of the Plan by the Wasco Union Elementary Board of Trustees, the council will have ongoing responsibility to review the implementation of the program, assess the effectiveness of the program, and oversee the program budget. Modifications to the plan and Title 1 budget shall be developed, recommended, and approved by the Council. The Council also reviews and helps revise the School Parent Involvement policy on a yearly basis. Parent and teacher surveys are administered yearly to make appropriate changes to improve parent involvement.

Additional activities such as Back to School Night, Parent conferences, Quarterly Awards assemblies, Christmas programs, quarterly Parent University nights, weekly Library nights, and School carnival are provided as additional opportunities for parents to participate in John L. Prueitt's educational progress and success.

Finally, the School Parent Involvement Policy and School-Parent Compact are reviewed annually by the school site council members.

For more information on how to become involved at the school, please contact Karina Angelino, School Liaison, at (661) 758-7180.

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 2019-20 School Safety Plan will be approved by the Board of Trustees on January 14, 2020. The plan includes identification of the appropriate strategies and programs to provide and maintain a high level of school safety and addresses the school's necessary procedures for complying with the existing laws related to student safety. This plan is based on the assessment of the current status of the School's safety issues on the campus and school-related functions. The Safety plan is reviewed and revisions made by a safety committee that consists of a certificated, a classified, an administrator, and parents. School climate yearly surveys are taken then reviewed and incorporated when revising the Safety plan. Additionally, the California Healthy Kids Survey is also used as input from the students' perspective. The Plan is then presented to the School Site Council for approval. Lastly, John L. Prueitt's Safety plan will be reviewed and considered for approval at the School Site Council meetings in November, December, January, and February of each school.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.5	0.4	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	2.0	1.1	0.8
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	3.5
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.

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

Title	Ratio
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.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	2.2

* 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 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	116	2	5	1	101	4	4	1	18	3	4	
1	25		5		26		4		28		4	
2	27		4		22		5		23		5	
3	22	1	4		25		4		24	1	4	
4	29		4		21	1	4		26		4	
5	26	1	4		27		4		25		4	
6	30	1	4	1	25	1	5		22	1	4	
Other**	10	2			10	2			10	3		

*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.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	9	9	5

John L. Prueitt Elementary School is committed to providing all staff with the professional development needs as identified by staff surveys, administrative observations, and data inquiry for focused student directed instruction. These professional development opportunities are provided by administration, academic coaches, as well as teacher leaders on staff.

On a yearly basis, teachers are selected by the site principal with the input from the Assistant Superintendent to participate in various committees including the curriculum committee.

Through the Professional Learning Community (PLC) meetings, instructional walk-throughs, and academic coach and principal input, teachers are provided instructional support for the successful implementation of Common Core State Standards.

In 2016-17, John L. Prueitt teachers attended three Saturday collaborations, a varied number of hours to become Chrome book certified, two professional development sessions for Lexia phonics and at least four in services on topics such as Writing and English Language Development strategies.

For the last four academic school years, 2015-18, the District has provided one full week of professional staff development in ELA, Math, ELD, Special Education, and Technology, and through-out the academic year, the District provided at least three full Saturdays of professional staff development and collaboration in the same areas mentioned above.

Lastly, for the 2019-20 school year, the district has calendared three full days of Professional Staff Development for the entire certificated staff. These three days are set aside for learning more about ELD instruction, sharing writing strategies, analyzing State and district student test data, student safety strategies, etc...

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$46,016	\$49,378
Mid-Range Teacher Salary	\$67,928	\$77,190
Highest Teacher Salary	\$83,490	\$96,607
Average Principal Salary (ES)	\$111,532	\$122,074
Average Principal Salary (MS)	\$107,861	\$126,560
Average Principal Salary (HS)	\$0	\$126,920
Superintendent Salary	\$152,235	\$189,346

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	28%	36%
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 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	7014	1651	5363	70154
District	N/A	N/A	2887	\$67,536.00
State	N/A	N/A	\$7,506.64	\$77,619.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	60.0	3.8
School Site/ State	-33.3	-10.1

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

- Ten percent of all Title I funds are set aside for staff development.
- Intervention programs include Migrant and Title I-funded Extended Day classes in Language Arts and Math.
- An outreach community liaison is partially paid by site funds to enhance communication and parent involvement.
- Materials to supplement the ELA/Math programs to meet needs of all students.
- Release time is provided to classroom teachers for observation of teaching practices in other classrooms.
- The Accelerated Reader program for the purpose of providing a structured system which is intended to foster an interest in reading and increase reading comprehension skills for all students.
- The Lexia Reading program is used for the purpose of providing a structured reading system to meet students' language arts needs at their individual level.
- The Redbird Math program is used by all students for additional support in math areas in which they may be struggling.
- Categorical funds are used for intervention reading and math classes held after-school for students who need additional intervention in either of these two areas.
- Categorical funds pay for classroom technology; computers, printers, auditory systems, classroom Chrome book carts, and interactive SMART Boards.
- After-school Education and Safety (ASES) program from the end of school day until 6 p.m. provides academic, enrichment, and sports-related activities for students.

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.