



Washington Elementary School

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

Sandra Verduzco, Principal

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

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



Lynwood Unified School District

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Lynwood, CA 90262

(310) 886-1600

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Principals Message

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

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

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

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

Sandra Verduzco, Principal

Major Achievements

- During the 2018-2019 school year, Washington Elementary earned the 2019 L.A. Top Schools Award. Washington Elementary was one of the 279 top public schools in the L.A. County to receive this award for narrowing the achievement gap for underserved students.
- During the 2016-2017 school year, Washington Elementary School showed improved student learning in both Language Arts and Mathematics as measured by the SBAC.
- Our teachers meet in professional learning communities to establish goals, develop interim assessments for our unit standards, and discuss ways in which to support students who are not meeting goals. They share research-based strategies, best practices, look at student work, and plan instruction for future learning.
- During our Data Reflection meetings, teachers and administration analyze district common assessment data to discuss meeting District proficiency target goals in English language arts and Mathematics, organized by individual student performance and subgroups. Our goal is to identify struggling students and create interventions. For those students meeting the goals, teachers discuss enrichment opportunities and differentiation opportunities, to continue their learning and development.
- On November 29, 2016 We opened a brand new Coding and Robotics Laboratory. This lab will provide students the opportunity to explore and discover while acquiring 21st Century Skills in the areas of Computer Programming and Engineering.

Mission

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

Vision

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

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <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	101
Grade 1	72
Grade 2	101
Grade 3	96
Grade 4	91
Grade 5	114
Grade 6	92
Total Enrollment	667

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	5.4
Hispanic or Latino	94
White	0.4
Two or More Races	0.1
Socioeconomically Disadvantaged	93.3
English Learners	25.3
Students with Disabilities	10
Foster Youth	1.2
Homeless	2.2

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 Washington	17-18	18-19	19-20
With Full Credential	33	28	28
Without Full Credential	0	1	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Lynwood Unified	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 Washington Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	
Total Teacher Misassignments*	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)

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

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

Textbooks and Instructional Materials

Year and month in which data were collected: 10/2018

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Harcourt Big Day for Pre-K Teaching Guide, 2015 Houghton Mifflin Harcourt Journeys CA Student Edition Set K, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Set Grade 1, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 2, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 3, Volume 1 & 2, 2017 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 4 Houghton Mifflin Harcourt Journeys CA Student Edition Grade 5 SRA McGraw Hill StudySync Student Edition Grade 6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Houghton Mifflin Harcourt California Go Math, 2015 Grades K-6 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	MacMillan McGraw Hill CA Science 2008 (K-6) The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Scott Foresman History-Social Science for CA Social Studies 2006 Gr K-5 Holt, Rinehart & Winston World History-Ancient Civilizations Social Studies, 2006 Gr 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)**School Facility Good Repair Status (Most Recent Year)**

Year and month in which data were collected:

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

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	49	49	35	38	50	50
Math	40	40	24	26	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	22.9	19.5	7.6

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	396	393	99.24	48.60
Male	188	187	99.47	46.52
Female	208	206	99.04	50.49
Black or African American	24	24	100.00	33.33
Hispanic or Latino	370	367	99.19	49.59
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	372	369	99.19	47.43
English Learners	198	196	98.99	45.92
Students with Disabilities	38	38	100.00	31.58
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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	397	394	99.24	39.59
Male	189	187	98.94	44.92
Female	208	207	99.52	34.78
Black or African American	24	24	100.00	25.00
Hispanic or Latino	371	368	99.19	40.22
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	373	370	99.20	38.38
English Learners	198	197	99.49	34.01
Students with Disabilities	38	38	100.00	26.32
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--
Homeless	16	16	100.00	0.00

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)

We show great pride in our parental involvement at Washington Elementary School. In the 2018-2019 school year, we officially established a Parent-Teacher Organization (PTO), which has served as a great source of support to improve our school and students' educational experiences.

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

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

Coffee and Chat with the Principal is held monthly and all families are invited to attend. During this time, parents/guardians are encouraged to share suggestions and/or concerns. The principal also shares all the great programs that are taking place at school.

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

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

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan

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

Our School Safety Plan is updated yearly. The plan was updated during the 2018-2019 school year. Our staff reviews, edits, and makes changes to the plan as needed. The plan is then presented to the School Site Council for approval. The goal is to ensure a safe and non-violent school environment. Additional safety measures include:

- Drills held for fire, earthquake, and/or secure campus scenarios (e.g. active shooter drill)
- Staff members trained and assigned specific responsibilities for emergency operations
- School works in collaboration with the Sheriff's Department when conducting emergency drills and training the staff.
- Washington's main entrance is being re-configured in the Spring of 2020 to increase safety.
- Perimeter fencing and security cameras
- Identification and tracking procedure for visitors who may only enter the campus through the school office
- Frequent and effective communication with district security
- School communication system such as PA, walkie talkie and in-class telephones

Campus monitors, teachers, and administrators supervise and monitor student activity before, during and after school. Students are disciplined with dignity inside and outside of the classroom.

PBIS (Positive Behavior Interventions and Supports)

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

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	1.1	0.1	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.5	3.3	3.1
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	.8

* 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	22	1	5		20	2	3		20	2	3	
1	26		4		27		4		18	2	2	
2	22	1	3		26		4		25		4	
3	23		5		23		4		24		4	
4	23		4		29		4		30		3	
5	30		3	1	33			3	29		4	
6	31		3		30		4		31		3	
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.

Professional Development provided for Teachers

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

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

- Curriculum Alignment Institutes
- Researched based professional development that supports students' needs and based on student data
- Instructional Coach Training
- Site Administrative Training and Coaching
- Summer Strategies Training and Practicum (with ELD/Academic Language Development for English Learners, AVID) outlined throughout the year

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

Our staff also participates in Professional Development at the Site Level:

- Cultural Proficiency
- Innovative Practices
- ELD/ALD Strategies
- Think Central
- Google Classroom
- Next Gen Math
- EDGE
- Let's Go Learn

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,555	\$51,374
Mid-Range Teacher Salary	\$81,123	\$80,151
Highest Teacher Salary	\$94,480	\$100,143
Average Principal Salary (ES)	\$114,587	\$126,896
Average Principal Salary (MS)	\$116,221	\$133,668
Average Principal Salary (HS)	\$129,242	\$143,746
Superintendent Salary	\$225,000	\$245,810

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	32%	35%
Administrative Salaries	6%	5%

* 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	5677	124	5553	78202.59
District	N/A	N/A	5413	\$79,588.00
State	N/A	N/A	\$7,506.64	\$82,031.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	2.6	0.3
School Site/ State	-16.8	0.5

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

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

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

DataQuest

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