

Washington Elementary School

340 Corral De Tierra Road • Salinas CA, 93908 • (831) 484-1331 • Grades 4-5

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



Washington Union Elementary School District

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**Principal Washington Union
School, Director of Curriculum**

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School Description

Principal's Message

Washington Union Elementary School provides an amazing environment for students to learn and succeed! Fourth and fifth-grade students enjoy lessons in traditional classroom settings, in the outdoor amphitheater, and on the nature trail. Additionally, fifth-graders spend a week attending Outdoor Science School at Mount Hermon, and fourth-grade students take an overnight trip to gold rush country. Students excel here because the school staff holds very high expectations and provides a rigorous curriculum. Teachers, students, and parents collaborate to procure an educational experience second to none.

The focus on the District's mission statement sets the stage for achievement for all students. It states, "The school will create a safe, friendly, dynamic learning environment; promote excellence in student academic achievement by challenging the ability of each individual; nurture positive personal, social, and civic growth and responsibility; and instill a lifelong love of learning." Our school community is committed to fulfilling the vision of the mission statement by collaborating and working together as a learning community for the benefit of the students.

The school serves 160 students in the fourth and fifth grades, with an average class size of 27 students. Teachers work closely together to plan dynamic lessons. Some lessons in social studies and science are shared with other classes on a rotating basis, so all teachers know every student in their grade level. Because of the varied roles they hold at the school, the classified staff and support staff also know all the students well.

In this dynamic learning environment, students have access to one of the finest instructional programs in the State. Because of the school's small size and the many adults working together on the campus, no student is "left behind." Every student is noticed and recognized for their achievements at Washington Union School, not only academics but for personal successes.

Students are presented with monthly character lessons based on the Character Counts! program. Each month students learn about and practice the traits of trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are recognized for outstanding behavior in these areas. Parents are a very important part of the team at Washington Union School because they believe strongly in their child's education, and they act on that belief through their constant and enduring support of the school. On any given day, parents can be seen volunteering in the classrooms, serving as art docents, assisting in the library or computer lab, or helping instruct students in PE. The staff, parents, and community members at Washington Union School all share the same goal of providing students with the support needed to help them succeed academically, socially, and emotionally.

District Mission Statement

- To create a friendly, dynamic learning environment;
- To promote excellence in student academic achievement challenging the ability of each individual;
- To nurture positive personal, social and civic growth and responsibility; and
- To instill a lifelong love of learning

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
Grade 4	84
Grade 5	114
Total Enrollment	198

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.5
Asian	4
Filipino	2
Hispanic or Latino	24.2
White	61.6
Two or More Races	7.1
Socioeconomically Disadvantaged	10.6
English Learners	4
Students with Disabilities	10.1

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	9	8	7
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Washington Union	17-18	18-19	19-20
With Full Credential	♦	♦	41
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at Washington Elementary School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	2
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 District selects textbooks in a cooperative effort with the three schools in the District. During the year, a committee composed of teachers and an administrator, examines all the State-approved textbooks in a content area. The textbooks are evaluated on their alignment with the county adopted toolkit, Common Core State Standards, their appropriateness for the District, their clarity, the teacher support materials, and their instructional appeal. Once the committee has made a recommendation, the District's Governing Board then reviews and takes action on it.

Once the District adopts the textbook, each student receives a copy of the book. The District has affirmed that every student has access to their own textbooks and instructional materials for use in the classroom and to take home. Additionally, new adoptions come with an online component that allow all students have access to from home. Online components include a digital student textbook, videos, and extra support for student learning as needed.

Textbooks and Instructional Materials**Year and month in which data were collected: 12/2019**

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: Pearson, ReadyGen The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2014: GO Math, Houghton Mifflin Harcourt The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007: California Science, Macmillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2019: Pearson, MyWorld The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	The Puberty Workshop The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Union Elementary School, which was originally built in the 1950s, underwent a modernization process in 2001-02 and 2004-05, thanks to the successful passage of a \$13 million bond measure approved by the community in March of 2001. At the end of the modernization project, 100% of the classrooms on campus had been remodeled. All classrooms in the project received new heating and ventilation systems, carpeting and flooring, and new paint. A new building was completed in August 2005, which includes a computer lab, library, three additional classrooms, and boys and girls bathrooms.

Students attend school in a pleasant, updated environment, which includes internet access in every classroom, handicap access to the entire campus, and contemporary design.

The library holds a collection of 7,500 books, or 39 books for each student on campus. Throughout the school, there is one Chrome Cart in each classroom, plus a set in the computer lab for supplemental use. The school's play fields contain a baseball diamond, four basketball courts, a volleyball court, and a track built with parent donations. New playground equipment was added in the 2014-15 school year, and was fully operational in the 2015-16 school year. Over the summer of 2016, track was re-cut, baseball fields were cut to code, and the old track was filled in with sod. In the 2016-17 school year, Washington Union School had several plumbing issues, which were repaired over the summer to prevent further issues. Upgrades and repairs to sections of roofing were completed in 2018-19 and during the summer of 2018 and 2019, half of the school has been repainted.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/22/2019

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	69	69	74	72	50	50
Math	59	58	62	57	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.

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	195	192	98.46	69.27
Male	105	102	97.14	71.57
Female	90	90	100.00	66.67
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87	58.70
White	120	118	98.33	70.34
Two or More Races	15	15	100.00	80.00
Socioeconomically Disadvantaged	23	23	100.00	47.83
English Learners	18	17	94.44	41.18
Students with Disabilities	22	21	95.45	28.57

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.

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	14.4	22.5	49.5
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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.

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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	195	192	98.46	57.81
Male	105	102	97.14	64.71
Female	90	90	100.00	50.00
Black or African American	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	47	46	97.87	47.83
White	120	118	98.33	61.02
Two or More Races	15	15	100.00	60.00
Socioeconomically Disadvantaged	23	23	100.00	34.78
English Learners	18	17	94.44	29.41
Students with Disabilities	22	21	95.45	33.33

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)

Volunteer Program: Washington Union School has a comprehensive volunteer program, which enables parents and community members to support the school in many ways. Volunteers help in the classrooms, library, and computer lab. They also prepare learning materials, chaperone field trips, plan celebrations and special events, share a special interest or hobby through clubs, or serve on adult committees. School Site Council (SSC) is composed of parents and school staff. The Council meets monthly to review Federal and State categorically funded programs and to learn about events going on at the school. The school's School Plan for Student Achievement is reviewed annually and the Plan's goals are revisited throughout the year.

Parents' Club provides funds for school activities, such as assemblies, study trips and other student-centered activities. The club meets monthly and is composed of parents and a representative from each of the schools. Parents' Club hosts the District's fall carnival, which last year raised approximately \$20,000. The club also sponsors the holiday gift fair in December and additionally helps to provide classroom supplies to all students at the start of the year. Parents' Club has an emphasis on community building and fundraising.

Washington Union Education Foundation (WUEF) is a volunteer organization that raises thousands of dollars each year to support music, art, technology and sports programs for the District. The WUEF Board is composed of parents within the District, and holds major fundraisers each year: the annual Fall Campaign, See's Candy & Yankee Candle Sales, \$24 in 24, and the Spring Dance and Auction.

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

Students attend school in a safe environment. The District supplies supervisory staff for recess and lunch. Support staff members also monitor loading and unloading of the buses, and students participate in annual bus safety and evacuation drills. All staff are trained on safety through Keenan learning.

The school maintains safety for students by having all visitors check in and out at the front office. Parent volunteers and other visitors wear identifying stickers/badges, identifying them as visitors to the campus.

Washington Union Elementary School's Safety Plan was last reviewed and modified in October of 2019 and reflects accurate descriptions of room evacuation routes and persons responsible in times of emergencies. The plan includes procedures for emergencies, ranging from an active shooter on campus to an earthquake. School staff reviews the plan at the beginning of each year and reviews emergency procedures with the students. Monthly drills reinforce safe evacuation procedures. The emergency plan was approved by School Site Council in October of 2019 after revisions were made.

Several school staff members, including the health aide, have received first aid training. Student emergencies are handled quickly and appropriately. Parents are contacted immediately and, if necessary, 911 is called.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.5	0.9	0.5
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	0.6	0.9	0.5
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)	.9
Other	

* 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+
4	25		4		27		4		28		3	
5	29		3		24		4		29		4	
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	18	18	18

The District devotes one-half day during every school year to teachers' professional development. In addition to 16 collaboration days, the District uses one minimum day for all district collaboration and professional development. Three additional minimum days support teachers in report card completion. The District's Strategic Plan, current changes in State Standards and textbooks, teacher feedback about training needs, and local and State requirements govern the training content each year. Professional Development needs are also determined by MTSS priorities.

Teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments and which will enhance their instructional practices. Teachers are encouraged to enroll in courses offered through MCOE related to their assignment; Completion of courses through a university entitles them to advance on the district's salary schedule. Teachers new to the profession participate in the County Induction Program, designed to support new teachers through training and individual coaching.

In 2017-18, the District offered staff training in the following areas:

- Beginning Teacher Induction Program
- Mandated Reporter Training
- Trauma Informed Teaching
- Oppositional Defiance Disorder Management
- Next Generation Science Standards
- Multi-Tiered Systems of Support
- Newly adopted Social Studies Framework
- STEAM (Integration of Science, Technology, Engineering, Arts, and Math)
- Universal Design for Learning
- Consolidated Application

In 2018-19, the District will offer staff training in the following areas:

- Beginning Teacher Induction Program & Administrator Induction
- Mandated Reporter Training
- Trauma Informed Teaching
- SELPA Behavior Series
- Teacher and Student Technology in the Classroom
- Positive Behavior Intervention Systems
- Next Generation Science Standards
- STEAM (Integration of Science, Technology, Engineering, Arts, and Math)
- Universal Design for Learning

In 2019-20, the District will offer staff training in the following areas:

- Beginning Teacher Induction Program & Administrator Induction
- Mandated Reporter Training, Sexual Harassment, Pest Management, Blood Borne Pathogens
- SELPA Behavior Series & Autism Training
- Teacher and Student Technology in the Classroom
- Next Generation Science Standards and California Science Test
- STEAM (Integration of Science, Technology, Engineering, Arts, and Math)
- Math: Articulation, Equity and Access, and CAASPP Performance Tasks
- Understanding of Data Analysis
- IXL Implementation
- Safety and Situational Awareness

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$45,893	\$45,252
Mid-Range Teacher Salary	\$63,265	\$65,210
Highest Teacher Salary	\$83,470	\$84,472
Average Principal Salary (ES)	\$98,578	\$107,614
Average Principal Salary (MS)	\$101,758	\$112,242
Average Principal Salary (HS)	\$0	\$
Superintendent Salary	\$135,195	\$124,686

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34%	31%
Administrative Salaries	5%	7%

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

Types of Services Funded

Title 1: Title 1 funds are used to provide early intervention and targeted support to identified students in grades K-3.

Special Education: Students who have been identified as having a specific learning disability qualify for additional services through the District's Special Education Program. Special education students at each school receive services from a resource specialist, or a speech and language pathologist, or occupational therapist, in alignment with the goals and objectives on their Individualized Education Plan (IEP). Students with more severe disabilities receive services from the Monterey County Office of Education's Special Education program.

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,305.34	\$1,024.11	\$5,281.23	\$66,887
District	N/A	N/A	\$6,423.26	\$65,236.00
State	N/A	N/A	\$7,506.64	\$64,941.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-19.5	2.5
School Site/ State	-34.8	3.0

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.

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.