

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	325 West Gladstone
City, State, Zip	Glendora, Ca, 91740-5503
Phone Number	626-914-2704
Principal	Nancy Sherod
Email Address	nsherod@cousd.net
Website	www.cousd.net
County-District-School (CDS) Code	19-64378-6012132

Entity	Contact Information
District Name	Charter Oak Unified School District
Phone Number	(626) 966-8331
Superintendent	Jeffrey Jordan
Email Address	www.cousd.net
Website	jjordan@cousd.net

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

DISTRICT MISSION STATEMENT

The Charter Oak Unified School District, in collaboration with our families and community, provides a balanced, quality educational experience that meets the physical, intellectual and emotional needs of all students. Our focus is providing students with the skills needed to adapt to a changing world, equipping them for college, career and life choices. We offer a rigorous and comprehensive education that meets the individual academic needs of our students and prepares them to be socially responsible adults who make positive contributions to the global community. We embrace individual differences and create safe learning environments in which educational integrity and character are our cornerstones.

VISION STATEMENT

Charter Oak Unified School District is the leading district in the San Gabriel Valley with outstanding employees that offer exemplary programs and services which attract and retain students and their families.

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

Grade Level	Number of Students
Kindergarten	70
Grade 1	48
Grade 2	62
Grade 3	64
Grade 4	70
Grade 5	55
Grade 6	62
Total Enrollment	431

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	0.7
American Indian or Alaska Native	0.5
Asian	13
Filipino	1.4
Hispanic or Latino	63.3
Native Hawaiian or Pacific Islander	0.2
White	17.4
Two or More Races	3.5
Socioeconomically Disadvantaged	53.6
English Learners	17.9
Students with Disabilities	12.8
Foster Youth	1.6
Homeless	16.5

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	18	206
Without Full Credential	0	0	0	0
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: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Education Benchmark Advance	Yes	0.0%
Mathematics	MacMillan/McGraw-Hill Go Math	Yes	0.0%
Science	Scott Foresman California Science	Yes	0.0%
History-Social Science	Harcourt Brace Reflections	Yes	0.0%
Health	Scott Foresman California Science	Yes	0.0%
Visual and Performing Arts	SRA Art Connections and MacMillan/McGraw-Hill Spotlight on Music	Yes	0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Elementary School is one of ten schools in the Charter Oak Unified School District and is located in the City of Glendora. Washington Elementary School serves about 450 students in TK-6th grade. Washington opened in 1958, and is in the northwestern quadrant of the District. The school has sixteen regular classrooms, two Special Education classrooms, a room for the Speech and Language program, a room for the English Language Development program, and a room for day care/after school enrichment. Current Measure CO improvements include technology upgrades, new phone and sprinkler systems, new HVAC equipment in the school cafeteria, and an electronic marquee. Additionally our site received a Learning Resource center that houses our Library and a lab of computers to support events such as Family Literacy Night and SSC meetings.

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: August 2018

System Inspected	Rating	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	

System Inspected	Rating	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	
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 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	64	65	51	55	50	50
Mathematics (grades 3-8 and 11)	53	62	43	46	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 ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	253	97.68	2.32	64.82
Male	142	139	97.89	2.11	62.59

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Female	117	114	97.44	2.56	67.54
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	76.00
Filipino	--	--	--	--	--
Hispanic or Latino	162	157	96.91	3.09	63.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00	0.00	67.31
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	158	154	97.47	2.53	54.55
English Learners	58	57	98.28	1.72	64.91
Students with Disabilities	51	49	96.08	3.92	32.65
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	50	47	94.00	6.00	44.68

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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	259	253	97.68	2.32	62.45
Male	142	139	97.89	2.11	66.19
Female	117	114	97.44	2.56	57.89
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	26	25	96.15	3.85	88.00
Filipino	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Hispanic or Latino	162	157	96.91	3.09	60.51
Native Hawaiian or Pacific Islander	--	--	--	--	--
White	52	52	100.00	0.00	61.54
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	158	154	97.47	2.53	55.84
English Learners	58	57	98.28	1.72	70.18
Students with Disabilities	51	49	96.08	3.92	32.65
Students Receiving Migrant Education Services					
Foster Youth	--	--	--	--	--
Homeless	50	47	94.00	6.00	44.68

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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 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.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	28.1	10.5	14.0

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.

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)

There are multiple ways in which parents are welcome to, and encouraged to volunteer here at Washington. Help in the classrooms, library, parking lot or even the office is welcome! We are successful in large part from the efforts and dedication from our volunteers on a daily basis. We also give credit to our PTA. This organized parent group has monthly meetings with elected board members as well as open meetings several times yearly. These parents organize fundraisers as well as activities and field trips. Our School Site Council is also another key component to our school site. This elected board has the great task of planning our fiscal year of categorical funding to align with our standards and curriculum; as well as the concrete needs of the school. Another Parent team is our English Learner Advisory Committee (ELAC). This group discusses present concerns of our English Learner population as well as upcoming educational focus for or EL students. These teams meet several times throughout the year.

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.6	0.0	0.2	3.4	2.8	2.4	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Our School Safety Plan is reviewed annually by our Safety Committee. We have monthly emergency drills including fire drills, earthquake drills, and intruder drills. We also participate in the statewide drill "The Great Shake Out." Students and staff prepare for this elaborate practice drill with mock scenarios. The staff then gives input on the drill and the Safety Team meets to review and alter our plan as needed. Additionally our parents are invited to a Safety Night which focuses on informing our parent population of Washington safety practices and bringing an awareness to social media safety.

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	23		4		23		3		23		3	
1	24		2		20	2	1		24		2	
2	24		3		26		2		21	1	2	
3	21	1	2		19	1	3		16	2	2	
4	37			2	29		2		35			2
5	27		2		36			2	27		2	
6	21	1	2		27		2		22	1	2	
Other**					6	1						

*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*	.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.

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	7275.31	847.63	6427.68	89403.20
District	N/A	N/A	8167.37	87898.28
Percent Difference - School Site and District	N/A	N/A	-23.8	1.7
State	N/A	N/A	6849.49	77190.00
Percent Difference - School Site and State	N/A	N/A	-6.4	14.7

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)

In addition to general fund monies, during the 2019-2020 school year Washington Elementary School received funding for state and federally funded special programs to supplement the core instructional program. Program support by categorical funding include Lottery and Title I.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,385	\$46,208
Mid-Range Teacher Salary	\$79,178	\$72,218
Highest Teacher Salary	\$104,384	\$92,742
Average Principal Salary (Elementary)	\$117,295	\$134,864
Average Principal Salary (Middle)	\$133,203	\$118,220
Average Principal Salary (High)	\$125,411	\$127,356
Superintendent Salary	\$222,429	\$186,823
Percent of Budget for Teacher Salaries	34%	33%
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	10	10	10

The state dashboard and SBAC results were used to identify areas of strength and weakness in looking at professional development on the Washington campus. With weakness in special populations (ex. special education, English learners) data, the focus has been towards meeting the needs of all students on site. Method, instruction, and support for this focus came in the form of:

- Staff development has focused on using data to plan for intervention and instruction.
- Teachers have met for trimesterly data days in which the recent benchmark data has been analyzed and next steps for tier 3 instruction for those identified are planned.
- SST protocols have been put in place to support both behavior and academic concerns.
- Teacher-Principal meetings, Teacher-Principal-Parent-Student meetings, and consistent Teacher-Student meetings are implemented to support struggling students
- Staff minimum days are designed to work on social-emotional student needs, site curriculum needs, and parent engagement topics.