Washington Elementary School

1599 Fifth St. • Mendota, CA 93640-2359 • (559) 655-4365 • Grades K-1
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2018-19 School Accountability Report Card
Published During the 2019-20 School Year

Mendota Unified School District
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School Description

Washington Elementary School is a TK-1 school serving approximately 430 students in 2019-2020 and is located in the small rural town of Mendota, approximately 35 miles west of Fresno. It is one of five schools in the Mendota Unified School District. The student population of Washington Elementary has a 99.7% Hispanic ethnicity background, with 85.4% of the students qualifying as "English Language Learners" (ELL). All ELL students are enrolled in mainstream English classes, where they receive English Language Development (ELD), and are provided with Specially Designed Academic Instruction in English (SDAIE) as needed. Washington Elementary is considered school wide Title I. Poverty is apparent in the agriculture-based community, where 99% of the students qualify to participate in the National School Lunch Program (NSLP). 1% of the students qualify for RSP/SDC services and 2,6% receive Language and Speech (LAS) services in pull-out settings. Migrant students make up 6.8% of the student population, while 9.2% are immigrants, having entered the United States in the last 5 years. These migrant students receive tutoring services in small group situations. Each classroom has a class set of Chromebooks computers for student use and 100% of the classrooms have Internet access. 94% of the teachers are fully credentialed.

The Washington Elementary School program has much strength upon which to build. We have the services of a Guidance Instructional Support (GIS) and an Academic Coach, who assisted both the teachers and the principal in the daily operations of our school. Washington Elementary currently has in place a student/parent handbook, parent compact, dress code policy, School Site Council, English Learners Advisory Committee, as well as a leadership team that is the key component in decision-making. The district provides a variety of services to our parents. A three-hour after school tutoring program has been funded through the After School Program Grant in which approximately 50 students are served. Parent/School communication is enhanced through monthly bilingual activity calendars, parent/teacher conferences, forms, flyers, and our multiple measurements used to help determine promotion and retention. Student data from our multiple measures is recorded on classroom spreadsheets and loaded onto Illuminate, a computer database system, to have an ongoing evaluation instrument of student success. The staff uses classroom data to follow the progress of each student, and to develop differentiated curriculum and efficient communication of student progress throughout the school year. Teachers also collaborate about best practices and strategies for student success through professional learning communities. Student profile cards are also used to provide a continuum of information for the next year teacher.

Parents want to be involved in their child's education in any way they can. Washington Elementary hosts quarterly "Parent Nights" where teachers share with parents concepts being taught in the classrooms and provide materials and training on their use so parents may help their children at home. They are encouraged to visit the classrooms any time and our Adult Education Program offers parents opportunities to take preparation courses to test for the GED, work towards units to obtain a high school diploma, as well as English as a Second Language classes.

Mission Statement

Washington Elementary's Mission is to: create a safe and successful learning environment through a cooperative effort of students, teachers, parents and community members to maximize students' full potential; to enable them to reach their highest academic, social and moral development. Our intent is to create life-long learners and produce contributing citizens in society.

Vision Statement

Washington Elementary's Vision is to: engage and support all students and all stakeholders that are involved in the learning process, so that every venue is researched, explored and attempted in our quest to reach our vision that all students be on grade level.

We will do this by:
- • Promoting parent involvement.
- • Providing support for at-risk students.
- • Differentiating instruction.
- • Integration of technology.
- • Developing character through the six pillars.

Open communication among all stakeholders.

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	256
Grade 1	177
Total Enrollment	433

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Hispanic or Latino	99.3
White	0.7
Socioeconomically Disadvantaged	98.6
English Learners	80.4
Students with Disabilities	3.7
Homeless	20.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the State priority: Basic (Priority 1):
- • Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- • Pupils have access to standards-aligned instructional materials; and
- • School facilities are maintained in good repair

Teacher Credentials for Washington	17-18	18-19	19-20
With Full Credential	18	18	17
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Mendota Unified	17-18	18-19	19-20
With Full Credential	♦	♦	151
Without Full Credential	♦	♦	10
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	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)

Washington Elementary uses both textbooks and instructional materials from the most recent adoption list provided by the state of California and currently has sufficient textbooks and materials for each student.

Textbooks and Instructional Materials
Year and month in which data were collected: August of 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	California Wonders/2017 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Mathematics	Houghton Mifflin Harcourt "Go Math"/2014 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
Science	California Science/2008 **The textbooks listed are from most recent adoption:** Yes **Percent of students lacking their own assigned textbook:** 0%
History-Social Science	Pearson/Scottforesman "History-Social Science California/2005 **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)

Mendota Unified is committed to maintaining a safe, secure, and aesthetically pleasing environment for our students. The principal works daily with the custodial staff to ensure a clean and safe school. In addition to District-level support of routine and periodic maintenance needs, MUSD holds high standards for cleanliness, appearance, and good repair of all campuses daily and maintains them through the efforts of students, staff, day custodians, evening custodial crew, and District Maintenance Department. Our maintenance staff ensures that repairs necessary to keep the school in good repair and working order are completed in a timely manner.

Washington Elementary was recently modernized/renovated and no FIT report is available to date.
Staff and students returned to the new campus in August of 2017. No report has been conducted of the renovations.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: N/A - Opened Remodeled School in Fall of 2017

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	**Exemplary**	

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						

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			

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				

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				

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)
Washington Elementary, in an effort to build the school community, provides parents with various opportunities to participate in the day to day activities of the school.

Parents are invited and encouraged to attend and actively participate in some of these activities and events such as: School Site Council meetings, English Learners Advisory Committee, Title I, DELAC, and PIQE. They are also invited to participate in classroom visitations, Parent Nights, field trips, the school carnival, "Pastries with Parents" Social, Winter Program, Spring Performance, and Parent Trainings.

In general, teachers are the main contact who initiate parent participation, but both administrators (Principal and GIS) encourage parent participation at the different events held at the school or district levels.

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's School Safety Plan is revised on an annual basis. Revisions occur at the beginning of each school year to ensure the that all members of the school understand the plan itself and their roles in the plan.

An element included in our safety plan is an emergency response roster. Our Emergency Response Roster outlines duties for all staff members in the course of an emergency and/or disaster. The following sections are formed: Site Operations, Site Planning, Site Logistics, and Site Finance. All personnel have specific responsibilities in the event that a practice or real drill comes upon us. Specific areas are designated for parent/student reunification, first aid, and lock-down.

Our school safety plan was shared with the staff and roles and responsibilities were reviewed. The safety plan is also reviewed after practicing various lock down and emergency drills throughout the school year. Our safety plan was last discussed at our school site council meeting on September 16, 2019.

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	0.0	0.2	0.0
Expulsions Rate	0.0	0.0	0.0

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	5.1	4.9	3.7
Expulsions Rate	0.1	0.2	0.4

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	1.0

* 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.

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		10		24		9		26		10	
1	23		7		23		9		22	1	7	
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.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
Mathematics												
Social Science												

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Professional Development provided for Teachers

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3

Annually at the start of every school year, the district provides at a minimum three (3) full days of professional development for teachers. The first day being dedicated to district-human resources topics such as sexual harassment and mandated reporting obligations. The other two days are dedicated address site specific matters and student needs.

The following trainings and professional learning opportunities for teachers took place during minimum days as well as other designated days throughout the year.

2018 - 2019 School Year
DATE   PROFESSIONAL LEARNING
8/15/18   Data Review/Goal Setting
8/22/18   F&P Refresher
8/29/18   Grade Level PLC
9/5/18   Lock down review
9/12/18   Progress Report Data/PLC
9/19/18   Guided Reading Review
9/26/18   Instructional Rounds
10/17/18   Q1 Data Review/RtI
11/7/18   RtI/Guided Reading
11/26/18   Guided Reading
12/5/18   Lock down review/PLC
1/9/19   Q2 Data Review
1/23/19   PD Overview/Debrief
2/6/19   Instructional Rounds/Guided Reading
2/13/19   Data Review/RtI Adjusting
2/20/19   SWUN overview
3/6/19   SWUN Debrief/Share out
3/13/19   Grade Level Planning
3/20/19   Q3 Data Review
4/3/19   Lock down/reunification plan
4/10/19   Guided Reading - next steps
4/24/19   RtI
5/1/19   CA School Safety Survey
5/22/19   PLC PD

2017 - 2018 School Year
Date   Professional Learning
8/9/17   ESGI Training (Assessment/Data Entry System)
9/5/17   Promethean Board Training
9/9, 12/6, 12/11/17 Google Classroom Training
2/5, 4/4/18   Google Classroom Training
8/30, 9/5, 9/13 ELA Planning
2/7, 4/25/18   ELA Planning
9/20, 11/8/17   Go Math/Planning
Quarterly RtI Planning
10/16/17   Data Review (Scores)
1/10/18   Data Review (Scores)
4/4/18   Data Review (Scores)
2/14, 3/7/18   DOK PL questioning/responses
5/16/18   F&P Callibration

FY 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	$45,872	$46,208
Mid-Range Teacher Salary	$72,209	$72,218
Highest Teacher Salary	$92,407	$92,742
Average Principal Salary (ES)	$96,915	$134,864
Average Principal Salary (MS)	$106,398	$118,220
Average Principal Salary (HS)	$118,215	$127,356
Superintendent Salary	$175,000	$186,823

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	30%	33%
Administrative Salaries	4%	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	$12,463	$2,490	$9,973	$75,187
District	N/A	N/A	$10,213	$68,749
State	N/A	N/A	$12,068	$80,680

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-2.4	8.9
School Site/ State	-19.0	-7.0

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.

Types of Services Funded

Washington Elementary provided a variety of services to the educational community to support and assist not only our students, but also to support parents in their quest to continually become partners in education.

In the area of English Language Development, Washington Elementary implemented the use of California Wonders and supplements the program with other programs and materials such as Language for Learning (program) and materials such as manipulatives and visuals (posters, vocabulary cards, etc.) to enhance language acquisition. These supplemental materials were funded by categorical programs such as Title I.

When students were at risk, Washington Elementary provided Title I funded interventions such as extended learning (individual teacher tutoring and/or use of Imagine Learning, computer-based tutoring) or summer school, to provide opportunities for student success or student study team services to determine the need for special education services.

Washington Elementary provided Parent Nights where teachers present and train parents in the concepts being taught in the classroom and are given materials they can use to help their children learn those concepts. Parents were also provided Early Literacy courses through PIQE and Fresno County. These parenting classes are hands on and also provide free materials and strategies to our parents.

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.