



Washington Elementary School

1250 K Street • Reedley, CA 93654 • (559) 305-7270 • Grades K-5

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2016-17 School Accountability Report Card Published During the 2017-18 School Year



Kings Canyon Joint Unified School District

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District Governing Board

Craig Cooper
Robin Tyler
Manuel Ferreira
Noel Remick
Sarah Rola
Clotilda Mora
Connie Brooks

District Administration

John Campbell
Superintendent
Roberto Gutierrez
**Assistant Superintendent, Human
Resources**
Dr. John Quinto
**Assistant Superintendent, Business
Services**
Monica Benner
**Assistant Superintendent,
Curriculum and Instruction**
Sheila Wiebe
**Administrator, Educational
Programs**
Mary Ann Carousso
Administrator, Student Services

School Description

School Description

In 1891, the first school in Reedley was built and named Reedley Grammar School. In 1918, the school's name was changed to Washington Elementary. During the 2016-17 school year, Washington Elementary School served 399 students in grades TK-5 and included a staff of 17 teachers. In 2005, Washington added State Pre-School to their program which houses 48 preschool age students and received a 5 star status in 2014 and maintained a 5 star status in 2016. In 2016-17, Washington enrolled 150 students in an After-School Grant called ASES which we partner with Save the Children and the City of Reedley Parks and Recreation. In 2016-17, we received a grant that helps educate parents and influence Birth through 3 years old through Save the Children. This grant provides for in home services for 20 families. Parent Academy and Gymboree which serves 4 month old to 4 years old is an additional parent involvement component of Washington School.

School Mission Statement

Community, parents, staff, and students form a collaborative partnership in an effort to achieve the school's mission. The mission statement for Washington School is, "Believe to Achieve!" The school's goal is to pursue "excellence" through creating a positive and enriching academic environment, which provides successful learning opportunities for all.

School Vision

Staff, parents, students, and community are linked in a collaborative and supportive system that nurtures students' academic, emotional and social development through exemplary teaching in a learning environment committed to excellence.

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 <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	76
Grade 1	52
Grade 2	77
Grade 3	62
Grade 4	70
Grade 5	62
Total Enrollment	399

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0
Asian	0.5
Filipino	0
Hispanic or Latino	93
Native Hawaiian or Pacific Islander	0
White	4.8
Two or More Races	0.8
Socioeconomically Disadvantaged	80.5
English Learners	44.4
Students with Disabilities	3.8
Foster Youth	0.5

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			
Washington Elementary School	15-16	16-17	17-18
With Full Credential	16	17	16
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Kings Canyon Joint Unified School District	15-16	16-17	17-18
With Full Credential	◆	◆	423
Without Full Credential	◆	◆	23
Teaching Outside Subject Area of Competence	◆	◆	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	15-16	16-17	17-18
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "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 2017-18)

All classrooms contain Engage New York adopted by our school board June 2014. Intervention Materials for Language Arts in 4-5th grade are Wildcat Series- Wright Group/McGraw Hill, 2001 edition and My Sidewalks. All classrooms contain district adopted English Language Learner material that is written by our district.

Textbooks and Instructional Materials Year and month in which data were collected: August 2017	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Pre-K - State Frameworks, Learning Foundations and Blueprints Engage New York, adopted 2014, Amplify K-2 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	Grade TK - Houghton/Mifflin/Harcourt: Splash into Pre-K Engage New York, adopted 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	MacMillan/McGraw-Hill: California Science, 2007 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	NA Percent of students lacking their own assigned textbook: NA
Health	NA Percent of students lacking their own assigned textbook: NA
Visual and Performing Arts	N/A Percent of students lacking their own assigned textbook: NA
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A Percent of students lacking their own assigned textbook: NA

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

School Facility Conditions and Planned Improvements (Most Recent Year)

The district takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the KCUSD Business Office.

Below is more specific information on the condition of the school and the efforts made to ensure that students are provided with a clean, safe, and functional learning environment. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

Washington Elementary School has 19 classrooms, a multipurpose room, and an administration building. The main campus was built in 1949. Additional classrooms were constructed in 1954. Additional relocatable classrooms were constructed in 1987 and 1990.

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

The Director of Maintenance, Custodial Supervisor, and the site principals work cooperatively with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar for dollar basis to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 12/2017

System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			Old underground sewer pipes functional, however backs up easily. / restrooms are functional, how ever outdated
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			exterior lights are out, maintenance staff to replace
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	32	33	45	47	48	48
Math	26	28	27	32	36	37

* 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.

CAASPP Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
Science	37	43	45	44	56	54

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

Note: Scores are not shown 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: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	19.4	17.7	6.5

* 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.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	69	69	100.0	43.5
Male	35	35	100.0	45.7
Female	34	34	100.0	41.2
Hispanic or Latino	60	60	100.0	40.0
Socioeconomically Disadvantaged	61	61	100.0	41.0

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown 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 2016-17 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	196	196	100	33.16
Male	109	109	100	28.44
Female	87	87	100	39.08
Asian	--	--	--	--
Hispanic or Latino	182	182	100	30.77
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	173	100	30.06
English Learners	103	103	100	17.48
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 2016-17 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	196	196	100	27.55
Male	109	109	100	29.36
Female	87	87	100	25.29
Asian	--	--	--	--
Hispanic or Latino	182	182	100	26.37
White	--	--	--	--
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	173	173	100	23.12
English Learners	103	103	100	19.42
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

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 schoolsite.

Opportunities for Parental Involvement (School Year 2017-18)

Parent involvement and communication are essential to our school success. Washington Elementary School continually strives to involve parents by exchanging information that helps parents understand and support school programs and by providing opportunities for parent participation in school activities.

There are numerous and varied opportunities for parent involvement. Parents attend school functions, participate in parent-teacher conferences, volunteer in classrooms, chaperone field trips, various workshops and assist with other school activities. Parents may also serve on advisory committees and leadership teams, including Parent Teacher Club (PTC) and School Site Council (SSC) and English Learner Advisory Committee (ELAC) and Parent Advisory Committee (Pre-school Parents - PAC). The School Advisory Committee is infused within the School Site Council through a voting process. The PTC at Washington is very active, organizing numerous extracurricular functions and conducting fundraising for field trips. Washington received a grant in 2016-2017 from Birth-3 years old from Save the Children that has a coordinator that visits homes of 20 families that have babies. We have Parent Academy which parents can participate to help their child succeed in school.

In the fall of 2016 our second language parents were able to participate in Puente a Tecnologia, which is a chromebook check out for the home with internet access. This program will help parents and students acquire English.

Home and school communication is enhanced through weekly notices, monthly newsletters, parent/teacher conferences, the student/parent handbook, the school website, student report cards, direct phone calling system and other regular communication activities. Translation is regularly provided. In addition, parent education classes and workshops are offered regularly.

Parents who would like more information on how to become involved may contact Principal Mary Stanley at (559) 305-7270.

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

Safety of students and staff is a primary concern of Washington Elementary School. Before, during, and after school, the campus is monitored by assigned staff. All visitors must sign in at the office and wear appropriate identification while on campus. The comprehensive school safety plan is designed to assist in preparing for emergencies, managing emergency response efforts, and maintaining a safe school environment. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. Components of the plan include: child abuse reporting procedures, procedures for teacher notification of dangerous pupils, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policies, and suspension and expulsion policies. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. The plan was last reviewed/updated on August 10, 2017 and discussed with staff on August 11, 2017. An updated copy is available to the public at the school office. The school's disaster preparedness plan includes steps for ensuring the safety of students and staff during a disaster. Emergency preparedness drills are conducted regularly and the school staff is appropriately trained.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.5	0.7	0.7
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	4.2	4.7	5.7
Expulsions Rate	0.0	0.0	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2013-2014	2008-2009
Year in Program Improvement	Year 1	Year 3
Number of Schools Currently in Program Improvement	11	
Percent of Schools Currently in Program Improvement	61.1	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1.0
Psychologist	.20
Social Worker	1.0
Nurse	.20
Speech/Language/Hearing Specialist	.30
Resource Specialist	0
Other	2.0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	25	24	25			1	3	3	2			
1	26	26	26				2	3	2			
2	25	25	26				3	2	3			
3	29	28	24				2	2	2			
4	30	30	28				3	3	3			
5	28	34	31				2		2		2	

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

Professional Development provided for Teachers

Professional development at Washington Elementary School is designed to meet the individual needs of teachers as well as broader school concerns. Professional development may take the form of trainings, coaching, and peer reviews.

During the past three years, our teachers were trained in Kagan Strategies, Thinking Maps, Write From the Beginning, Mystery Science, illuminate, Ed Caliber/Lessoneer, Engineering is Elementary and Literacy Workshops. Buy Back days were focused on "Write from the Beginning" and English 3 D language learner instructional strategies.

Teachers attended via Video/Conferencing "Taking Charge of Your Positive Direction" as well as individual one on one Video/Conferencing with Bert Freeman.

Staff, grade level, and vertical team meetings also provide regular opportunities for professional collaboration, as do district data analysis and interpretation committee meetings. Buy-back and early release days provide time for quality professional development with the new Common Core standards. Teachers were also trained in Positive Behavior Intervention Systems and the school entered their 4th year in the program during which they maintained the Fresno County Office of Education Model School "Gold" award. .

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,288	\$46,511
Mid-Range Teacher Salary	\$63,074	\$73,293
Highest Teacher Salary	\$92,087	\$92,082
Average Principal Salary (ES)	\$109,852	\$113,263
Average Principal Salary (MS)	\$119,527	\$120,172
Average Principal Salary (HS)	\$125,537	\$131,203
Superintendent Salary	\$224,808	\$213,732
Percent of District Budget		
Teacher Salaries	28%	36%
Administrative Salaries	5%	5%

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

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$7,406.74	\$893.26	\$6,513.47	\$82,088.00
District	♦	♦	\$5,572	\$69,005
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			16.9	19.0
Percent Difference: School Site/ State			-0.9	10.2

* Cells with ♦ do not require data.

Types of Services Funded

LCFF

State Lottery: funds used to provide materials, supplies and programs for all student

Instructional Materials Fund (IMFRP): funds provided to purchase core state adopted materials and textbooks

State Pre-School: provides eligible students a developmental program for Kindergarten Readiness

After School Education and Safety Grant (ASES): provides after school programs for students until 6:00PM everyday that school is in session

Title I Part A: Provides supplemental programs and services in English Language Arts, Mathematics and English Language Development for students who are academically at risk, professional development for staff and parent involvement activities, (including Supplemental Educational Services in 2016/2017)

Title II Part A: Professional Development funds for teachers

Migrant Education: programs and services for identified Migrant Families and youth

IDEA, Special Education: services for students who meet the required criteria

Birth-3 year old Grant : provides for Parent Involvement and Education - from Save the Children

Save The Children: supports implementation of literacy strategies during after school programs and physical health.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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.