Washington Elementary School

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2012-13 School Accountability Report Card
Published During the 2013-14 School Year

Mendota Unified School District

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About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. All data are reported for the 2012-13 school-year, unless otherwise indicated. For more information about SARC requirements, see the California Department of Education (CDE) SARC webpage at www.cde.ca.gov/ta/ac/sa/. For additional information about this school, please contact the school administration at (559) 655-4365.

School Description

Washington Elementary School is a PreK-2 school serving approximately 941students in 2012-2013 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 98.2 % Hispanic ethnicity background, with 83.6% of the students qualifying as "English Language Learners" (ELL). With the exception of approximately 27 students enrolled in the Newcomers Program, 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. Newcomers are placed in a program that enables them to acquire the language and academic skills necessary for mainstream classes. Washington Elementary is considered school wide Title I. Poverty is apparent in the agriculture-based community, where 98.7% of the students qualify to participate in the National School Lunch Program (NSLP). 0.6% of the students qualify for RSP/SDC services and 2.5% receive Language and Speech (LAS) services in pull-out settings. Migrant students make up 11.5% of the student population, while 6.6% are immigrants, having entered the United States in the last 5 years. These migrant students receive tutoring services in small group situations. The school has a library which students visit on a weekly basis and a cafeteria which serves both breakfast and lunch. Each classroom has at least 6 computers for student use and 100% of the classrooms have Internet access. 100% of the teachers are fully credentialed. Washington Elementary did not make its API growth target nor it's AYP in 2012-13.

The Washington Elementary School program has much strength upon which to build. We had the services of a vice-principal and a resource teacher, 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 100 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 on to Data Director, 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. 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. Washing Elementary hosts monthly "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 amongst all stakeholders.

Opportunities for Parental Involvement

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, meetings of the School Site Council, English Learners Advisory Committee, Title I, DELAC, Migrant Parents. They are also invited to participate in classroom Visitations, monthly Parent's Night, field trips, the school carnival, "Pastries with Parents" Social, Winter Program, Cinco de Mayo Presentation, and Parent Trainings (Parenting Partners).

In general, teachers are the main contact who initiate parent participation, but both adminitrators (principal and vice-principal) encourage parent participation at the different events held at the school or district levels.

Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	313
Gr. 1	324
Gr. 2	262
Total	899

Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	98.6
Native Hawaiian/Pacific Islander	0.0
White	0.2
Two or More Races	0.0
Socioeconomically Disadvantaged	99.1
English Learners	83.4
Students with Disabilities	4.0

Average Class Size and Class Size Distribution												
Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Year	11	12	13	11	12	13	11	12	13	11	12	13
Kinder.	27.8	27.6	26	0	0		10	12	12	0	0	
Gr. 1	23.3	25	20	2	0	4	10	11	12	0	0	
Gr. 2	24.8	22.9	20	0	1	3	9	10	10	0	0	

* 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, English, Math, Science and Social Science (SS), rather than grade level.

Suspensions and Expulsions			
Schoolwide	10-11	11-12	12-13
Suspensions Rate	1.28	.003	.002
Expulsions Rate	0	0	0
Districtwide	10-11	11-12	12-13
Suspensions Rate	15.01	13.04	5.84
Expulsions Rate	0.76	0.734	.537

* The rate of suspensions and expulsions is calculated by dividing the total number of incidents by the total enrollment (and multiplying by 100).

School Safety Plan

This section provides information about the school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the 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.

The elements included in our safety plan is an emergency organization plan for our site, in addition to a phone tree of all site staff members. Our one page Emergency Organization Plan outlines duties for all staff members in the course of an emergency and/or disaster. The following teams are formed: Emergency Operation Center Team, First Aid Team, Sweep and Rescue Team, Security Team, Students Accounting Team (Teachers), and our Parent Communication Team. 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 reviewed and updated on August 1st, 2013. The plan was discussed and reviewed with staff on August 6th, 2013 at our first staff meeting and shared with parents at our first Parent Night on September 4th, 2013. Due to a variety of changes in our staff this year, the most current updated was done on January 14th, 2014.

School Facility Conditions and Planned Improvements (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:
- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

Year and month in which data were collected: August 1, 2013

In general, Washington Elementary school facilities are in good repair status in safety and cleanliness. There are some areas of need such as grass that needs to be replanted in front of the school office to avoid situations where students get in the mud.

Washington Elementary is an older school and because of this, is in need of some repair: floor cracks in the hallways and sidewalks; several rooms need ceiling tiles replaced; some light covers need to be replaced; boys restroom next to the library needs remodeling; drinking fountains are in constant need of repair; cafeteria roof and roof on wing that houses rooms 18 - 22 were reconstructed; replacement of carpeting in the main office is needed, as well as upgrade of office fixtures and furniture.

Sidewalks on wings that house rooms 4-13 have been repaired, some roof work was done on wing 18-22 during the summer of 2011; some tiles have been replaced in nurse's office and restroom, as well as teacher's workroom. We plan to: continue with sidewalk repair; replace carpeting the summer 2014; and continuously monitor and replace lights/ceiling tiles as needed. Continue monitoring sidewalks and possibly remodel restroom next to library.

School Facility Good Repair Status (School Year 2013-14)

This section provides information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The Overall Rating (bottom row)

School Facility Good Repair Status				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[ ]	[X]	[ ]	Cracks in floor, loose or missing ceiling tiles, cracked windows, light covers replaced. Most have been replaced or repaired.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	

School Facility Good Repair Status				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	**Fair**	**Poor**	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[ ]	[X]	[ ]	Most drinking fountains replaced or repaired, will continue to monitor. Ceiling tiles in progress. Will monitor due to age and replace as needed.
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[ ]	[X]	[ ]	Reconstruction of roof on wing 18-22 and cafeteria was done.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[ ]	[X]	[ ]	Some broken windows, swings needed to be replaced. Done: replaced with new chains. Broken slide was removed and frame boarded.
Overall Rating	**Exemplary**	**Good**	**Fair**	**Poor**	
	[ ]	[ ]	[X]	[ ]	

Teacher Credentials			
Schoolwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	29	34	37
Without Full Credential	0	0	0
Teaching Outside Subject Area	0	0	0
Districtwide	**10-11**	**11-12**	**12-13**
Fully Credentialed	♦	♦	134
Without Full Credential	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Schoolwide	**11-12**	**12-13**	**13-14**
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.

Professional Development

This section provides information on the number of days provided for professional development and continuous professional growth in the most recent three year period.

Mendota Unified's major area of focus for the school year 2012-2013 was selected in response to the need for all staff members to understand the Common Core Standards and be ready for full implementation. The district provided Common Core Training at different levels: grade level specific; on how Common Core related to the use of Best Teaching Practices (district initiatives: EDI, EL Strategies and Technology); Writing in the Common Core (expectations, needs, format, etc.).

Other areas of need, such response to behavior was addressed through training in Restorative Justice, where administrators and grade level reps participated in all day trainings.

Teacher support was provided through teacher-principal meetings, staff meetings, and coaching as needed.

Most of the training for teachers took place during minimum days and on three occasions whole days were dedicated for the trainings as you can see in the following schedule of dates.

2012-2013
August 6, 2012 CPS/Sexual Harrassment / Bloodborne Pathogens (6 hrs)
August 22, 2012 Common Core (6 hrs)
September 20, 2012 Common Core (grade level specific) (6 hrs)
October 24, 2012 Common Core – Utilizing Best Practices (EDI, ELPD) (6 hrs)
November 28, 2012 Common Core – Writing Process (6 hrs)
January 23, 2013 Common Core – Technology
February 13, 2013 Writing
February 27, 2013 Writing
April 10, 2013 – RTI (grade level reps & admin.)
May 8, 2013 – Minimum Day
May 22, 2013 – Minimum Day
May 24, 2013 – Minimum Day
May 23, 2013 – Restorative Justice (grade level reps & admin.)
May 24, 2013 – Minimum Day

May 30, 2013 – Restorative Justice (grade level reps & admin.)
June 3, 2013 – Minimum Day
June 4, 2013 – Minimum Day
June 5, 2013 – Minimum Day
June 6, 2013 – Minimum Day

2011-2012
August 8th: CPS/Sexual Harrassment / Bloodborne Pathogens (6 hr)

August 24th (4:15)-Professional Development (PD): SMART Response Training. (3hr)

August 31st (4:15)-Professional Learning Communities (PLC): Horizontal Alignment: Pacing calendars, ELD and/or EDI strategies. (3 hr)

September 14th (4:15)-PLC: Horizontal Alignment grade levels. (3 hr)

September 21st (3:15)-PD Vertical Teams: Writing (2 hr)

September 28th (3:15)-EL and EDI Strategies Revisited. (2 hr)

October 19th (4:15)-PLC: 1st Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

October 26th (3:15)-PD: Writing (2 hr)

November 2nd (4:15)-PLC: Horizontal Alignment (3 hr)

November 16th (3:15)-PD: EL/EDI Strategies (2 hr)

November 30th (3:15)-PD: Writing (2 hr)

January 25th (4:15)-PLC: 2nd Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

February 1st (3:15)-PD: SMART Response Systems Revisited (Technology) (2 hr)

February 8th (4:15)-PLC: Horizontal Alignment (3 hr)

February 29th (3:15)-PD: Vertical Teams (Writing) (2 hr)

March 14th (3:15)-PD: EL/EDI Strategies (2 hr)

March 28th (4:15) PLC: 3rd Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (3 hr)

May 2nd (3:15) PLC: Vertical Alignment (The following grade levels/departments meet K-1, 2-3, 4-5, 6-7, 8-9, 10-11 & 12). (2 hr)

May 9th (3:15) PLC: Vertical Alignment (The following grade levels/departments meet K-1, 2-3, 4-5, 6-7, 8-9, 10-11 & 12). (2 hr)

May 16th (3:15)-PD: Vertical Teams (Writing) (2 hr)

May 25th-Staff Appreciation Day

June 4th (3:15)-PLC: 4th Qtr. Benchmarks (Data Analysis and Intervention/Re-teaching Lesson Design). (2 hr)

June 5th (3:15) Minimum Day

June 6th (3:15) Minimum Day

June 7th (3:15) Minimum Day

2010-2011
8/19/10 CPS/Sexual Harrassment / Bloodborne Pathogens (6 hr)
8/11/10 Reading Training (SRA & MacMillan (4 hours)
8/19/10 Technology Training SMART Response System (2 hours)
8/22/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours) 8/26/10 ELA, Math, Science Vertical Team report to staff (2 hours)

9/2/10 CELDT Strategies (2 hours)
9/12/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
9/16/10 ELA, Math, Science Vertical Team report to staff(2 hours)
10/10/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
10/21/10 Benchmark Data Disaggregation (2 hours)
10/28/10 ELA, Math, Science Vertical Teams report to staff (2 hours)
11/14/10 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
11/18/10 ELA, Math, Science Vertical Teams report to staff (2 hours)
12/16/10 Benchmark Data Disaggregation (2 hours)
1/23/11 Vertical Teams ELA, Math, Science Saturday Training (7 hours)
1/27/11 ELA, Math, Science Vertical Teams report to staff (2 hours)
6/2/11 Benchmark Data Disaggregation (2 hours)

2009-2010
6/2/2010 Benchmark Data Disaggregation [2 hours]
1/27/2010 ELA, Math, Science Vertical Teams [2 hours]
1/23/2010 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
12/16/2009 Benchmark Data Disaggregation [2 hours]
11/18/2009 ELA, Math, Science Vertical Teams [2 hours]
11/14/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
10/28/2009 ELA, Math, Science Vertical Teams [2 hours]
10/21/2009 Benchmark Data Disaggregation [2 hours]
10/10/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
9/26/2009 SMART Technology Training [7 hours]
9/16/2009 ELA & Math Vertical Teams [2 hours]
9/12/2009 ELA , Math, Science Vertical Teams Saturday Training [7 hours]
9/2/2009 CELDT Strategies Minimum Day [2 hours]
8/26/2009 Minimum Day Training- ELA, Math, & Science Teams [2 hours]
8/22/2009 Vertical Teams ELA, Math, Science Saturday Training [7 hours]
8/19/2009 Minimum Day Training Technology: SMART Response System [2 hours]
8/11/2009 Reading Training (SRA & McMillan [4 hours]
8/10/2009 CPS/Sexual Harassment/Bloodborne Pathogens [6 hours]

2008-2009
June 9, 2009—(1:30 to 3:30—2 hrs.) Benchmark Data Disaggregation
April 1, 2009—(1:30 to 3:30—2 hrs.) Benchmark Data Disaggregation
February 25, 2009 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
February 4, 2009 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
January 24, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
December 10, 2008 (1:30 to 3:30—2 hrs.) ELA/Math VT Update & FCOE Portal Technology Training
December 6, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
December 3, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
November 19, 2008 (1:30 to 3:30—2 hrs.) Textbook adoption/academic vocabulary
November 15, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
November 5, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
October 29, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
October 22, 2008 (1:30 to 3:30—2 hrs.) Textbook adoption/academic vocabulary
October 18, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
October 4, 2008 (7 hrs. also listed as a buy back day!) English Language Development Training (ELDPD)
September 24, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
September 17, 2008 (1:30 to 3:30—2 hrs.) Cornell Notes review
September 13, 2008 (8 to 3:00—7 hrs) ELA & Math Vertical Teams
September 10, 2008 (1:30 to 5:00—3.5 hrs.) English Language Development Training (ELDPD)
August 27, 2008 (1:30 to 3:30—2 hrs.) e-Assessments Workshop

Core Academic Classes Taught by Highly Qualified Teachers

The Federal Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires that core academic subjects be taught by Highly Qualified Teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated core academic subject area competence. For more information, see the CDE *Improving Teacher and Principal Quality* webpage at: www.cde.ca.gov/nclb/sr/tq/

Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	**Taught by Highly Qualified Teachers**	**Not Taught by Highly Qualified Teachers**
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	0.0	0.0

*   High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 25 percent or less in the free and reduced price meals program.

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Social/Behavioral or Career Development Counselor	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.25
Social Worker	0
Nurse	.25
Speech/Language/Hearing Specialist	1
Resource Specialist	1
Other	1
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.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2011-12)				
Level	**Expenditures Per Pupil**			**Average Teacher Salary**
	Total	**Restricted**	**Unrestricted**	
School Site	$6589.41	$903.41	$5686.20	$61,606
District	◆	◆	$7,749	$58,047
State	◆	◆	$5,537	$63,166
Percent Difference: School Site/District			-26.6	6.1
Percent Difference: School Site/ State			2.7	-2.5

*   **Supplemental/Restricted** expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

*   **Basic/Unrestricted expenditures** are from money whose use, except for general guidelines, is not controlled by law or by a donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending webpage at www.cde.ca.gov/ds/fd/ec/. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: www.ed-data.org.

Teacher and Administrative Salaries (Fiscal Year 2011-12)		
Category	**District Amount**	**State Average for Districts In Same Category**
Beginning Teacher Salary	$38,036	$38,578
Mid-Range Teacher Salary	$59,875	$59,799
Highest Teacher Salary	$69,014	$78,044
Average Principal Salary (ES)	$88,996	$95,442
Average Principal Salary (MS)	$81,185	$98,080
Average Principal Salary (HS)	$88,996	$106,787
Superintendent Salary	$101,000	$150,595
Percent of District Budget		
Teacher Salaries	38.1%	37.1%
Administrative Salaries	4.7%	5.9%

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

Types of Services Funded (Fiscal Year 2012-13)

This section provides specific information about the types of programs and services available at the school that support and assists students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

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.

Washington Elementary houses a State Pre-school program that prepares students coming to Kindergarten with early literacy, math, and social skills, and provides parents with training in skills they may practice at home with their children, as they participate volunteering hours in the center.

In the area of English Language Development, Washington Elementary implemented the use of California Treasures 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 and Title III, and EIA/SCE.

The school library was relabeled and restocked making it Accelerated Reader ready with the intent to provide students with the opportunity to identify and choose books at their own reading level. Our computer lab provided students with access to Waterford, a program that provides students with opportunities to develop and enhance their skills in the areas of language arts, math, science, and technology.

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 tutorig) 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 monthly Parent Nights were 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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2013-14)

This section describes whether the textbooks and instructional materials used at the school are from the most recent adoption; whether there are sufficient textbooks and instruction materials for each student; and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

Year and month in which data were collected: August of 2008

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.

For the school year 2013-2014, Washington has purchased My Math a program which addresses the Common Core Standards, not in the adoption list, because Real Math SRA, the adopted mathematics curriculum, did not provide any Common Core Aligned material.

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Treasures/2010
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	Real Math SRA/2009
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%	California Science/2008
History-Social Science The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Foreign Language The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Health The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

Textbooks and Instructional Materials	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Visual and Performing Arts The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	
Science Laboratory Equipment The textbooks listed are from most recent adoption: Percent of students lacking their own assigned textbook:	

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.

The Standardized Testing and Reporting (STAR) Program consists of several key components, including:

- **California Standards Tests (CSTs)**, which include English-language arts (ELA) and mathematics (Math) in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science (H-SS) in grades eight, and nine through eleven.
- **California Modified Assessment (CMA)**, an alternate assessment that is based on modified achievement standards in ELA for grades three through eleven; mathematics for grades three through seven, Algebra I, and Geometry; and science in grades five and eight, and Life Science in grade ten. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations.
- **California Alternate Performance Assessment (CAPA)**, includes ELA and mathematics in grades two through eleven, and science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations.

The assessments under the STAR Program show how well students are doing in relation to the state content standards. On each of these assessments, student scores are reported as performance levels.

For detailed information regarding the STAR Program results for each grade and performance level, including the Percent of Students not tested, see the CDE STAR Results Web site at star.cde.ca.gov.

2013 STAR Results by Student Group				
Group	**Percent of Students Scoring at Proficient or Advanced**			
	ELA	**Math**	**Science**	**H-SS**
All Students in the LEA	35	40	36	39
All Student at the School	53	56		
Male	50	57		
Female	55	55		
Black or African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino	53	56		
Native Hawaiian/Pacific Islander				
White				
Two or More Races				
Socioeconomically Disadvantaged	53	56		
English Learners	52	56		
Students with Disabilities	20	20		
Students Receiving Migrant Education Services	55	40		

STAR Results for All Students - Three-Year Comparison									
Subject	**Percent of Students Scoring at Proficient or Advanced**								
	School			**District**			**State**		
	10-11	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**	**10-11**	**11-12**	**12-13**
ELA	53	47	53	39	34	35	54	56	55
Math	74	67	56	48	44	40	49	50	50
Science				45	39	36	57	60	59
H-SS				40	34	39	48	49	49

Internet Access
Internet access is available at public libraries and other locations that are publicly accessible. 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.

California Physical Fitness Test Results
The California Physical Fitness Test (PFT) is administered to students in grades five, seven, and nine only. This table displays by grade level the Percent of Students meeting the fitness standards for the most recent testing period. For detailed information regarding this test, and comparisons of a school's test results to the district and state, see the CDE PFT webpage at www.cde.ca.gov/ta/tg/pf/.

Grade Level	Percent of Students Meeting Fitness Standards		
	4 of 6	**5 of 6**	**6 of 6**

DataQuest
DataQuest is an online data tool located on the CDE DataQuest webpage at dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., state Academic Performance Index [API], federal Adequate Yearly Progress [AYP]), test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners.

Academic Performance Index

The Academic Performance Index (API) is an annual measure of state academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. For detailed information about the API, see the CDE API webpage at www.cde.ca.gov/ta/ac/ap/.

API Growth by Student Group – Three-Year Comparison			
Group	**Actual API Change**		
	10-11	**11-12**	**12-13**
All Students at the School	41	-32	-12
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	39	-28	-11
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	42	-34	-11
English Learners	57	-34	-22
Students with Disabilities			

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools' API ranks. The **statewide API rank** ranges from 1 to 10. A statewide rank of 1 means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of 10 means that the school has an API score in the highest ten percent of all schools in the state. The **similar schools API rank** reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of 1 means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of 10 means that the school's academic performance is better than at least 90 of the 100 similar schools.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	**2010**	**2011**	**2012**
Statewide	6	7	5
Similar Schools	10	10	10

Federal Intervention Program (School Year 2013-14)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. For detailed information about PI identification, see the CDE PI Status Determinations webpage: www.cde.ca.gov/ta/ac/ay/tidetermine.asp.

Indicator	School	District
Program Improvement Status	In PI	Not In PI
First Year of Program Improvement	2013-2014	
Year in Program Improvement	Year 1	
Number of Schools Currently in Program Improvement		4
Percent of Schools Currently in Program Improvement		80.0

API Growth by Student Group - 2013 Growth API Comparison

This table displays, by student group, the number of students included in the API and the 2013 Growth API (API-G) at the school, district, and state level.

Group		School	District	State
All Students at the School	Students	242	1,997	4,655,989
	API-G	803	732	790
Black or African American	Students	0	3	296,463
	API-G			708
American Indian or Alaska Native	Students	0	0	30,394
	API-G			743
Asian	Students	0	1	406,527
	API-G			906
Filipino	Students	0	0	121,054
	API-G			867
Hispanic or Latino	Students	239	1,965	2,438,951
	API-G	806	733	744
Native Hawaiian/Pacific Islander	Students	0	0	25,351
	API-G			774
White	Students	3	22	1,200,127
	API-G		733	853
Two or More Races	Students	0	6	125,025
	API-G			824
Socioeconomically Disadvantaged	Students	241	1,941	2,774,640
	API-G	802	733	743
English Learners	Students	199	1,399	1,482,316
	API-G	801	708	721
Students with Disabilities	Students	13	115	527,476
	API-G	702	596	615

Adequate Yearly Progress

The federal ESEA requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, can be found at the CDE Adequate Yearly Progress (AYP) webpage at www.cde.ca.gov/ta/ac/ay/.

AYP Criteria	School	District
Made AYP Overall	No	No
Met Participation Rate: English-Language Arts	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes
Met Percent Proficient: English-Language Arts	Yes	No
Met Percent Proficient: Mathematics	No	No
Met API Criteria	Yes	No
Met Graduation Rate (if applicable)	N/A	Yes

Admission Requirements for California's Public Universities

University of California

Admission requirements for the University of California (UC) follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work.

For general admissions requirements, please visit the UC Admissions Information webpage at www.universityofcalifornia.edu/admissions/. (Outside source)

California State University

Eligibility for admission to the California State University (CSU) is determined by three factors:

- Specific high school courses
- Grades in specified courses and test scores
- Graduation from high school

Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information see the CSU webpage at www.calstate.edu/admission/admission.shtml. (Outside source)

Completion of High School Graduation Requirements

This table displays, by student group, the of students who were a part of the school's most recent graduating class for which CDE has available data and meet all state and local graduation requirements for grade twelve completion, including having passed both the ELA and mathematics portions of the CAHSEE or received a local waiver or state exemption.

Completion of High School Graduation Requirements			
Group	**Graduating Class of 2013**		
	School	**District**	**State**
All Students			
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			
English Learners			
Students with Disabilities			

Dropout Rate and Graduation Rate			
Indicator	**2009-10**	**2010-11**	**2011-12**
Schoolwide			
Dropout Rate (1-year)			
Graduation Rate			
Districtwide			
Dropout Rate (1-year)			
Graduation Rate	81.90	75.80	87.42
Statewide			
Dropout Rate (1-year)	16.60	14.70	13.10
Graduation Rate	80.53	77.14	78.73

* The National Center for Education Statistics graduation rate as reported in AYP is provided in this table.

California High School Exit Examination

The California High School Exit Examination (CAHSEE) is primarily used as a graduation requirement. However, the grade ten results of this exam are also used to establish the percentages of students at three proficiency levels (not proficient, proficient, or advanced) in ELA and mathematics to compute AYP designations required by the federal ESEA, also known as NCLB. For detailed information regarding CAHSEE results, see the CDE CAHSEE Web site at cahsee.cde.ca.gov/.

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring at Proficient or Advanced			
Subject	**2010-11**	**2011-12**	**2012-13**
Schoolwide			
English-Language Arts			
Mathematics			
Districtwide			
English-Language Arts	41	35	23
Mathematics	54	46	34
Statewide			
English-Language Arts	59	56	57
Mathematics	56	58	60

Advanced Placement Courses (School Year 2011–12)		
Subject	**Number of AP Courses Offered***	**Percent of Students In AP Courses**
Computer Science		---
English		---
Fine and Performing Arts		---
Foreign Language		---
Mathematics		---
Science		---
Social Science		---
All courses		

* Where there are student course enrollments.

California High School Exit Examination Grade Ten Results by Student Group - Most Recent Year						
	English-Language Arts			Mathematics		
Group	Not Proficient	Proficient	Advanced	Not Proficient	Proficient	Advanced
All Students in the LEA	77	14	9	66	26	8
All Students at the School						
Male						
Female						
Black or African American						
American Indian or Alaska Native						
Asian						
Filipino						
Hispanic or Latino						
Native Hawaiian/Pacific Islander						
White						
Two or More Races						
Socioeconomically Disadvantaged						
English Learners						
Students with Disabilities						
Students Receiving Migrant Education Services						

Career Technical Education Participation	
Measure	CTE Program Participation
Number of pupils participating in CTE	
Percent of pupils completing a CTE program and earning a high school diploma	
Percent of CTE courses sequenced/ articulated between the school/ institutions of postsecondary education	

Courses for University of California and/or California State University	
UC/CSU Course Measure	Percent
2012-13 Students Enrolled in Courses Required for UC/CSU Admission	
2011-12 Graduates Who Completed All Courses Required for UC/CSU Admission	

Career Technical Education Programs

This section provides information about Career Technical Education (CTE) programs including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee