

Washington Elementary School

2021 School Accountability Report Card



General Information about the School Accountability Report Card (SARC)

SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at www.cde.ca.gov/ta/ac/sa/

For more information about the LCFF or the LCAP, see the CDE LCFF web page at www.cde.ca.gov/fg/aa/lc/

For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at 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).

California School Dashboard



The California School Dashboard (Dashboard) www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

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.

2021-22 School Contact Information

School Name	Washington Elementary School
Street	1250 K Street
City, State, Zip	Reedley, CA 93654
Phone Number	(559) 305-7270
Principal	Greg Visser
Email Address	visser-g@kcusd.com
School Website	https://washington.kcusd.com/
County-District-School (CDS) Code	10622656006878

2021-22 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2021-22 School Overview

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. Washington Elementary School serves approximately 350 students in grades K-5 and included a staff of 15 teachers. In 2005, Washington added State Pre-School to their program which houses 40 preschool age students and received a 5 star status in 2014 and maintained a 5 star status in 2018. In 2018-19, Washington enrolled 165 students in an After-School Grant called ASES which we partner with Save the Children and the City of Reedley Parks and Recreation. That program continues in current year, serving approximately 160 students. In 2017-18, Washington received a grant that helps educate parents and supports children aged 3 through 5 years old through Save the Children who are not in preschool as well as maintaining the grant Birth - 3 year olds called Early Steps. Early Steps provides for in home services for 20 families.

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. It is the goal at Washington that every student be able to speak and write proficiently, regardless of subject matter by the time they leave here.

About this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	59
Grade 1	51
Grade 2	65
Grade 3	51
Grade 4	63
Grade 5	51
Total Enrollment	340

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	1.2
Black or African American	0.6
Hispanic or Latino	90.9
Two or More Races	0.9
White	6.5
English Learners	40.6
Homeless	0.3
Socioeconomically Disadvantaged	87.9
Students with Disabilities	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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	
Intern Credential Holders Properly Assigned	
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	
Unknown	
Total Teaching Positions	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
Permits and Waivers	
Misassignments	
Vacant Positions	
Total Teachers Without Credentials and Misassignments	

2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
Credentialed Teachers Authorized on a Permit or Waiver	
Local Assignment Options	
Total Out-of-Field Teachers	

2019-20 Class Assignments

Indicator	2019-20
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All classrooms contain Engage New York adopted by our school board June 2014. All 3rd Grade classrooms contain district adopted English Language Learner material that is written by our district and K-2nd Amplify ELD and 4-5th Grade English 3D and Imagine Learning.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Pre-K - State Frameworks, Learning Foundations and Blueprints Engage New York, adopted 2014 - 3rd-5th Grade, Amplify K-2nd Grade	Yes	0%
Mathematics	Splash into Pre-K Engage New York, adopted 2014 K-5th Grade	Yes	0%
Science	Amplify Science, 2020	Yes	0%
History-Social Science	Scott Foresman, It's Revolutionary, 2005 edition	Yes	0%
Foreign Language	NA		NA
Health	NA		NA
Visual and Performing Arts	N/A		NA
Science Laboratory Equipment (grades 9-12)	N/A		NA

School Facility Conditions and Planned Improvements

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 cafeteria, a library, 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. The old library was remodeled into a cafeteria in 2020. Also, a new library was built in October of 2020. A new parking lot, located on the northwest side of campus was built during the 2021-22 school year.

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.

Year and month of the most recent FIT report

11/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			1. Urinal plugged in boy's restroom, maintenance to follow up.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			3. Classrooms 17, 18, 19 need a concrete foundation underneath buildings. Facilities Department to follow up.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			2. There are a couple of broken sprinklers in the playfield, grounds to follow up with repairs/replacement of sprinklers.

Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	162	161	99.38	0.62	22.98
Female	87	86	98.85	1.15	20.93
Male	75	75	100	0	25.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	146	99.32	0.68	20.55
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	55	98.21	1.79	5.45
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	144	99.31	0.69	18.75
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	162	162	100.00	0.00	17.28
Female	87	87	100.00	0.00	17.24
Male	75	75	100.00	0.00	17.33
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	147	147	100.00	0.00	15.65
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	56	56	100.00	0.00	5.36
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	145	145	100.00	0.00	12.41
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A

Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

N/A Student Groups	N/A Total Enrollment	N/A Number Tested	N/A Percent Tested	N/A Percent Not Tested	N/A Percent At or Above Grade Level
All Students	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A
Military	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	N/A	N/A	N/A	N/A	N/A
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*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	50	NT	NT	NT	NT
Female	27	NT	NT	NT	NT
Male	23	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	0	0	0	0	0
Black or African American	--	NT	NT	NT	NT
Filipino	0	0	0	0	0
Hispanic or Latino	45	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	NT	NT	NT	NT
English Learners	14	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	44	NT	NT	NT	NT
Students Receiving Migrant Education Services	--	NT	NT	NT	NT
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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. During a traditional school year, these activities take place on campus. Due to the COVID-19 pandemic, we started the school year doing these activities virtually. As we progressed through the first trimester, our parent meetings were held on campus in the Library and Cafeteria. 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 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 as well as Community for children 3-5 who are not in preschool. This school year, Washington held several Parent education meetings focused on educational topics such as Math, ELA, Technology, Reading Instruction and Testing.

Parents of English Learners are 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. We also use an app called "ParentSquare" which sends notices immediately to parents phones.

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

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	369	361	37	10.2
Female	205	201	17	8.5
Male	164	160	20	12.5
American Indian or Alaska Native	4	4	0	0.0
Asian	0	0	0	0.0
Black or African American	3	3	1	33.3
Filipino	0	0	0	0.0
Hispanic or Latino	332	324	33	10.2
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	0	0.0
White	27	27	3	11.1
English Learners	152	150	12	8.0
Foster Youth	0	0	0	0.0
Homeless	1	1	1	100.0
Socioeconomically Disadvantaged	332	328	36	11.0
Students Receiving Migrant Education Services	13	13	2	15.4
Students with Disabilities	22	20	1	5.0

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	2.07	0.00	3.08	0.53	3.47	0.20
Expulsions	0.00	0.00	0.02	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.76	2.38	2.45
Expulsions	0.00	0.00	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 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 October 21, 2021 and discussed with staff on October 21, 2021. 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.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	25		2	
2	22		3	
3	26		2	
4	25		3	
5	31		2	
6				

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	26		2	
1	23		3	
2	25		2	
3	23		3	
4	27		2	
5	32		2	
6				

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	1	2	
1	17	3		
2	16	4		
3	26		2	
4	32		2	
5	26		2	
6				

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	0

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$8,489.16	\$1,741.33	\$6,747.83	\$88,629.11
District	N/A	N/A	\$7,477.39	\$75,311
Percent Difference - School Site and District	N/A	N/A	-10.3	16.2
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-22.3	8.9

2020-21 Types of Services Funded

LCFF Supplemental/Concentrated Funds in support of reducing chronic absenteeism, PBIS, Parent Academy programs.
 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
 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.
 Title II Part A: Professional Development funds for teachers through the District
 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$48,010	\$51,029
Mid-Range Teacher Salary	\$69,956	\$78,583
Highest Teacher Salary	\$102,133	\$99,506
Average Principal Salary (Elementary)	\$123,232	\$124,576
Average Principal Salary (Middle)	\$132,992	\$131,395
Average Principal Salary (High)	\$147,623	\$144,697
Superintendent Salary	\$223,065	\$240,194
Percent of Budget for Teacher Salaries	28%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

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. Professional Development also occurred during Wednesday afternoons. During the past three years, our teachers were trained in Kagan Strategies, Thinking Maps, Write From the Beginning, Amplify Science, Illuminate, Ed Caliber/Lessoneer, and Literacy Workshops. Buy Back days were focused on "Write from the Beginning", Smarter Balance Training, Achievement Team training and Child Behavioral Instructional Strategies.

Our Instructional staff also spent time focusing Social and Emotional Learning. The staff became more familiar with and instructed using the Second Step curriculum this school year.

Staff and grade level meetings also provide regular opportunities for professional collaboration. The collaboration meeting take place Wednesday afternoons. The instructional focus for the 2021-22 school year is writing across all grade levels. 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 7th year in the program during which they maintained the Fresno County Office of Education Model School "Gold" award.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	42	42	42

Kings Canyon Joint Unified School District

2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Kings Canyon Joint Unified School District
Phone Number	559-305-7010
Superintendent	John Campbell
Email Address	guzman-j@kcusd.com
District Website Address	https://www.kcusd.com/

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5121	4993	97.50	2.50	41.96
Female	2481	2426	97.78	2.22	47.03
Male	2640	2567	97.23	2.77	37.16
American Indian or Alaska Native	23	20	86.96	13.04	20.00
Asian	27	26	96.30	3.70	57.69
Black or African American	14	14	100.00	0.00	57.14
Filipino	15	13	86.67	13.33	69.23
Hispanic or Latino	4567	4471	97.90	2.10	40.59
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	55	91.67	8.33	45.45
White	412	391	94.90	5.10	55.75
English Learners	1328	1286	96.84	3.16	8.94
Foster Youth	39	37	94.87	5.13	29.73
Homeless	38	30	78.95	21.05	26.67
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4490	4390	97.77	2.23	39.27
Students Receiving Migrant Education Services	254	250	98.43	1.57	31.60
Students with Disabilities	400	368	92.00	8.00	11.41

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	5122	5003	97.68	2.32	25.42
Female	2481	2432	98.02	1.98	25.25
Male	2641	2571	97.35	2.65	25.59
American Indian or Alaska Native	23	20	86.96	13.04	10.00
Asian	27	27	100.00	0.00	44.44
Black or African American	15	14	93.33	6.67	42.86
Filipino	15	13	86.67	13.33	38.46
Hispanic or Latino	4567	4478	98.05	1.95	23.72
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	60	56	93.33	6.67	35.71
White	412	392	95.15		42.09
English Learners	1328	1298	97.74	2.26	6.01
Foster Youth	39	38	97.44	2.56	18.42
Homeless	38	32	84.21	15.79	12.50
Military	--	--	--	--	--
Socioeconomically Disadvantaged	4491	4399	97.95	2.05	22.64
Students Receiving Migrant Education Services	254	253	99.61	0.39	15.42
Students with Disabilities	401	368	91.77	8.23	7.07

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

*At or above the grade-level standard in the context of the local assessment administered.