



# Washington Intermediate School

1150 North Hayes Ave. • Dinuba, CA 93618 • (559) 595-7252 • Grades 7-8

Jesse Sanchez, Principal

[jesse.sanchez@dinuba.k12.ca.us](mailto:jesse.sanchez@dinuba.k12.ca.us)

<http://washington.dinuba.k12.ca.us/>

## 2017-18 School Accountability Report Card Published During the 2018-19 School Year



### Dinuba Unified School District

1327 E. El Monte Way  
Dinuba, CA 93618  
(559) 595-7200  
[dusd.dinuba.k12.ca.us](http://dusd.dinuba.k12.ca.us)

#### District Governing Board

Bev Keel-Worrell  
Miriam Cendejas  
Mary Villarreal  
Ron Froese  
Sandra Kizirian

#### District Administration

Joe Hernandez, Ed.D.  
**Superintendent**  
Marti Kochevar  
**Assistant Superintendent**

#### Personnel and Instruction

Peggy Garispe  
**Fiscal Services Officer**

District Mission  
**"Empowering Each Student To  
Succeed In Life."**

District Vision  
**"End Generational Poverty  
Through Education"**

### **Mission Statement:**

Working together to ensure students have opportunities to acquire the knowledge and skills necessary for future success and "Together Building a P.L.A.N."

Prepare for college or career  
Lead by example  
Academic excellence  
Navigate toward the DHS G.O.A.L.

### A Message from the Principal:

Welcome to Washington Intermediate. As the principal of WIS, I feel very proud to be working alongside such a fantastic group of teachers, parents and most importantly terrific students. It is the goal of our staff to create connections for student success at Washington Intermediate School.

The two years of middle school are a special and exciting time as well as a little challenging. Incoming 7th graders must not only familiarize themselves with a new school, but a new schedule, the change from working with a single teacher to working with many teachers. Washington Intermediate will do their best to help make this a seamless transition for all student. During middle school, students become more aware of whom they are and begin to identify specific values and interests that will be important to them for a lifetime. It is the task of the middle school staff to challenge all students to achieve, and to provide opportunities to grow in a positive direction.

This document will provide valuable information regarding the opportunities offered to our students and their parents. I encourage you to take advantage of all the opportunities at our school. I would also encourage our students to become involved in the extra and co-curricular activities that interest them. Being involved in school activities will make their middle school experience even more enjoyable. I strongly encourage parents and guardians to get involved in their child's education through the various school committees, school events and various parent meetings that will take place throughout the school year. I look forward to the strong partnership that we can create to ensure that your child's middle school years are successful.

I look forward to another exciting, meaningful and successful school year for the Washington Intermediate community. Please do not hesitate to contact myself and/or any of our administrators if you should have any questions. We are committed to providing you and your child with a positive and memorable experience here at Washington Intermediate.

Jesse Sanchez  
Principal, Washington Intermediate  
(559) 595-7252

## About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2017-18 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 7	487
Grade 8	495
<b>Total Enrollment</b>	<b>982</b>

2017-18 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.1
Asian	1.0
Filipino	1.0
Hispanic or Latino	92.9
Native Hawaiian or Pacific Islander	0.0
White	4.8
Socioeconomically Disadvantaged	83.5
English Learners	29.8
Students with Disabilities	7.9
Foster Youth	1.2

## 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 Intermediate School	16-17	17-18	18-19
<b>With Full Credential</b>	44	46	41
<b>Without Full Credential</b>	3	3	2
<b>Teaching Outside Subject Area of Competence</b>	2	0	8
Dinuba Unified School District	16-17	17-18	18-19
<b>With Full Credential</b>	♦	♦	314
<b>Without Full Credential</b>	♦	♦	18
<b>Teaching Outside Subject Area of Competence</b>	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Intermediate	16-17	17-18	18-19
<b>Teachers of English Learners</b>	0	0	0
<b>Total Teacher Misassignments</b>	2	0	0
<b>Vacant Teacher Positions</b>	1	0	0

\* Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Washington Intermediate School has adopted Holt for ELA & Science content areas and Carnegie Learning for the Mathematics Department. Core curriculum is state adopted and board approved. Students check out their core textbooks from the library, and they use them at home throughout the year. All students have access to the library and computer labs if additional resources are required.

The Williams legislation calls for schools to have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. All adopted text books are aligned with state standards for each content area.

Textbooks and Instructional Materials Year and month in which data were collected: 8/2018	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	7-8 Collections, Houghton Mifflin, Adopted April, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	7-8 Open Up Resources, Illustrative Mathematics Adopted May, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	7-8 Stemsopes - Online Edition, Accelerate Learning Adopted in 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	7-8 California Impact, History-Social Science MacMillan, Adopted May, 2018 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0

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

### School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Intermediate School was built in 1964. The site has utilized modernization money to maintain the buildings and campus. There are 47 classrooms, nine of which are portable buildings, library, two computer labs, a full size gymnasium.

Site custodians and district maintenance staff maintain the buildings and campus. To ensure that we maintain a healthy and safe learning environment training in general maintenance procedures is provided on a routine basis for custodians and maintenance.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 8/8/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	SPECIAL ED. (G5 &G6): 2. DIRTY VENT IN REST ROOMS. 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 9. FAUCETS LEAK AT FITTINGS (CHANGING ROOM & KITCHEN).  "ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".
Interior: Interior Surfaces	Fair	2: 4. CEILING TILE IS MISSING. 7. FLOOR OUTLET COVER IS MISSING (OBJECTS IN OUTLET). EXTERIOR LIGHT COVER IS MISSING. A-3: 4. FORMICA IS PEELING ON TEACHER STATION. 11. PAINT IS PEELING ON THE DOOR FRAME. A-5: 4. CEILING TILE IS MISSING. CEILING TILES HAVE HOLES. CEILING TILE T-BAR IS MISSING. ADMIN: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT BALLASTS ARE OUT. 14. TRIP HAZARDS ON WALKWAY. C-5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES.

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>FLOOR TILES ARE BROKEN AND MISSING. 5. ROOM SURFACES ARE EXTREMELY DUSTY. 7. WIRES ARE EXPOSED ON TOP OF CABINETS.</p> <p>C-7: 4. UNCONNECTED/CAPPED DUCT ALLOW BUGS AND VERMIN ACCESS. CAFÉ: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. ELECTRICAL COVERS ARE MISSING (OLD CLOCKS). EXTERIOR ELECTRICAL COVER IS MISSING.</p> <p>H-2: 4. CEILING TILES HAVE WATER STAINS. 7. SURGE PROTECTORS AND EXTENSION CORD ARE DAISY CHAINED. KITCHEN: (NO ACCESS) 4. FLOOR TILES CRACKED/BROKEN AT ENTRY FROM CAFÉ. 7. ELECTRICAL COVER IS MISSING.</p> <p>LEARNING DIRECTOR: 4. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT DIFFUSERS ARE MISSING.</p> <p>LIBRARY: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE AND T-BAR ARE LOOSE. 7. EXTERIOR LIGHT SWITCH IS BROKEN. EXTERIOR LIGHT COVER IS MISSING. 9. TWO EXTERIOR DRINKING FOUNTAINS FLOW INTO MOUTHGUARD.</p> <p>MENS REST ROOM (GYM): 4. WATER DAMAGE AND HOLE IN CEILING. 11. PAINT IS PEELING ON WALL.</p> <p>MENS REST ROOM: 4. HOLE IN LINOLEUM FLOORING. 9. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW.</p> <p>OP-1: 4. LINOLEUM IS LIFTING IN RR (MUSTY SMELL). 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON DOIR FRAME. 12. SIDING HAS A HOLE AND DRY ROT. 15. WINDOW SCREENS ARE MISSING.</p> <p>SLO: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR ENTRY. 11. PAINT IS PEELING ON BASE OF DOOR. 15. WINDOW SREENS ARE MISSING.</p> <p>SL1: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP. 15. WINDOW SCREENS ARE MISSING.</p> <p>SL2: 4. FLOOR TILES HAVE HOLES. FORMICA TRIM IS PEELING ON COUNTER TOP. 7. ELECTRICAL COVER MISSING AT ENTRY. ONE LIGHT BALLAST IS OUT. 10. FIRE ALARM LIGHT HAS A TOWEL OVER IT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SCREENS ARE MISSING.</p> <p>SPECIAL ED. (G5 &amp;G6): 2. DIRTY VENT IN REST ROOMS. 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 9. FAUCETS LEAK AT FITTINGS (CHANGING ROOM &amp; KITCHEN).</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>STAFF TRAINING (LAB): 4. CEILING TILE HAS A WATER STAIN.            STAGE: 4. STEP IN ACCESS STARWELL IS BROKEN. 7. ALL LIGHT DIFFUSERS ARE MISSING. SWITCH PLATE IS BROKEN AND KNOB MISSING. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>
<p><b>Cleanliness:</b>            Overall Cleanliness, Pest/ Vermin Infestation</p>	<p align="center">Good</p>	<p>C-5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. FLOOR TILES ARE BROKEN AND MISSING. 5. ROOM SURFACES ARE EXTREMELY DUSTY. 7. WIRES ARE EXPOSED ON TOP OF CABINETS.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>
<p><b>Electrical:</b>            Electrical</p>	<p align="center">Poor</p>	<p>1: 7. TWO EXTERIOR LIGHT COVERS ARE MISSING. 10. PLUG IN CANDLE WARMER.            2: 4. CEILING TILE IS MISSING. 7. FLOOR OUTLET COVER IS MISSING (OBJECTS IN OUTLET). EXTERIOR LIGHT COVER IS MISSING.            4: 7. TWO EXTERIOR LIGHT COVERS ARE MISSING. 10. PLUG IN AIR FRESHENER.            5: 7. ONE LIGHT DIFFUSER IS LOOSE. 10. PLUG IN AIR FRESHENER.            A-4: 7. ONE LIGHT DIFFUSER IS LOOSE.            ADMIN: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT BALLASTS ARE OUT.            14. TRIP HAZARDS ON WALKWAY.            B-3: 7. TWO ELECTRICAL BOXES AE LOOSE FROM THE WALL. OUTLET COVER IS BROKEN.            BOYS LOCKER ROOM: 7. ELECTRICAL COVER MISSING IN COACHES OFFICE. ONE LIGHT BALLAST IS OUT IN RR.            C-1: 7. EXTENSION CORDS AND SURGE PROTECTOR ARE DAISY CHAINED.            C-2: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.            C-3: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.            C-5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. FLOOR TILES ARE BROKEN AND MISSING. 5. ROOM SURFACES ARE EXTREMELY DUSTY. 7. WIRES ARE EXPOSED ON TOP OF CABINETS.            CAFÉ: 4. FLOOR TILES ARE BROKEN AT ENTRY. 7. ELECTRICAL COVERS ARE MISSING (OLD CLOCKS). EXTERIOR ELECTRICAL COVER IS MISSING.            COUNSELOR: 7. SWITCH PLATE IS MISSING. 10. PLUG IN CANDLE WARMER.</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>D-1: 7. ONE LIGHT DIFFUSER MISSING. ONE LIGHT DIFFUSER IS LOOSE.            G-2: 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING.            G-4: 7. ONE LIGHT BALLAST IS OUT. 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.            GIRLS LOCKER ROOM: 7. ELECTRICAL COVER MISSING IN COACHES OFFICE. TWO LIGHT BALLASTS ARE BAD.            GYM: 7. ELECTRICAL BOX COVER IS MISSING.            H-2: 4. CEILING TILES HAVE WATER STAINS. 7. SURGE PROTECTORS AND EXTENSION CORD ARE DAISY CHAINED.            H-3: 7. THREE LIGHT BALLASTS ARE OUT. H-4: 7. TWO LIGHT BALLASTS ARE OUT. 9. FAUCET HAS A LOW FLOW.            KITCHEN: (NO ACCESS) 4. FLOOR TILES CRACKED/BROKEN AT ENTRY FROM CAFÉ. 7. ELECTRICAL COVER IS MISSING.            LEARNING DIRECTOR: 4. CEILING TILE HAS A WATER STAIN. 7. THREE LIGHT DIFFUSERS ARE MISSING.            LIBRARY: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE AND T-BAR ARE LOOSE. 7. EXTERIOR LIGHT SWITCH IS BROKEN. EXTERIOR LIGHT COVER IS MISSING. 9. TWO EXTERIOR DRINKING FOUNTAINS FLOW INTO MOUTHGUARD.            OFFICE: 7. ELECTRICAL CONDUIT COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.            OP-2: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 15. WINDOW SCREENS ARE MISSING.            PSYCH: 7. ONE LIGHT DIFFUSER IS MISSING.            SLO: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR ENTRY. 11. PAINT IS PEELING ON BASE OF DOOR. 15. WINDOW SREENS ARE MISSING.            SL2: 4. FLOOR TILES HAVE HOLES. FORMICA TRIM IS PEELING ON COUNTER TOP. 7. ELECTRICAL COVER MISSING AT ENTRY. ONE LIGHT BALLAST IS OUT. 10. FIRE ALARM LIGHT HAS A TOWEL OVER IT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SCREENS ARE MISSING.            STAFF TRAINING (OFFICE): 7. EXTERIOR OUTLET COVER IS MISSING.            STAGE: 4. STEP IN ACCESS STARWELL IS BROKEN. 7. ALL LIGHT DIFFUSERS ARE MISSING. SWITCH PLATE IS BROKEN AND</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>KNOB MISSING. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY. WOMENS REST ROOM (GYM): 7. ONE LIGHT BALLAST IS BAD. WOMENS REST ROOM: 7. LIGHT DIFFUSER IS BROKEN/LOOSE.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>
<p><b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains</p>	Fair	<p>B-2: 9. FAUCET HAS A CONSTANT DRIP. 11. PAINT IS PEELING ON DOOR FRAME. BOYS REST ROOM (GYM): 9. FIRST TWO FAUCETS HAVE HIGH PRESSURE AND LOW FLOW. ONE FAUCET HANDLE IS MISSING. BOYS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. ONE FAUCET IS LOOSE AT THE BASE. C-6: 9. FAUCET HAS A LOW FLOW AND SLOW DRIP. 12. HOLES AT BASE OF EXTERIOR WALL. F-2: 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE DOOR. GIRLS REST ROOM (GYM): 8. FIRST TOILET IS LEAKING AT BASE. 9. FIRST FAUCET HAS HIGH PRESSURE AND LOW FLOW. GIRLS REST ROOM: 9. ONE FAUCET HAS HIGH PRESSURE AND A LOW FLOW. GIRLS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. H-4: 7. TWO LIGHT BALLASTS ARE OUT. 9. FAUCET HAS A LOW FLOW. H-5: 9. FAUCET HAS NO FLOW. LIBRARY: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE AND T-BAR ARE LOOSE. 7. EXTERIOR LIGHT SWITCH IS BROKEN. EXTERIOR LIGHT COVER IS MISSING. 9. TWO EXTERIOR DRINKING FOUNTAINS FLOW INTO MOUTHGUARD. MENS REST ROOM: 4. HOLE IN LINOLEUM FLOORING. 9. ONE EXTERIOR DRINKING FOUNTAIN HAS A LOW FLOW. OFFICE: 7. ELECTRICAL CONDUIT COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW. OP-1: 4. LINOLEUM IS LIFTING IN RR (MUSTY SMELL). 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON DOIR FRAME. 12. SIDING HAS A HOLE AND DRY ROT. 15. WINDOW SCREENS ARE MISSING. SPECIAL ED. (G5 &amp;G6): 2. DIRTY VENT IN REST ROOMS. 4. CEILING TILE HAS A WATER STAIN. CEILING TILES ARE BROKEN. 9. FAUCETS LEAK AT FITTINGS (CHANGING ROOM &amp; KITCHEN). STORAGE: 9. FAUCET AND HANDLE HAVE A CONSTANT DRIP.</p>

**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b>
<b>Safety:</b> Fire Safety, Hazardous Materials	Fair	<p>1: 7. TWO EXTERIOR LIGHT COVERS ARE MISSING. 10. PLUG IN CANDLE WARMER.            4: 7. TWO EXTERIOR LIGHT COVERS ARE MISSING. 10. PLUG IN AIR FRESHENER.            5: 7. ONE LIGHT DIFFUSER IS LOOSE. 10. PLUG IN AIR FRESHENER.            A-2: 11. PAINT IS PEELING ON EXTERIOR.            A-3: 4. FORMICA IS PEELING ON TEACHER STATION. 11. PAINT IS PEELING ON THE DOOR FRAME.            A-6: 11. PAINT IS PEELING ON DOOR FRAME.            ASSISTANT PRINCIPAL: 10. PLUG IN CANDLE WARMER.            B-1: 11. PAINT IS PEELING ON DOOR FRAME.            B-2: 9. FAUCET HAS A CONSTANT DRIP. 11. PAINT IS PEELING ON DOOR FRAME.            B-4: 10. FIRE EXTINGUISHER IS MISSING. BOYS REST ROOM: 11. PAINT IS PEELING ON WALL.            C-0: 11. PAINT PEELING ON EXTERIOR WALL.            COUNSELOR: 7. SWITCH PLATE IS MISSING. 10. PLUG IN CANDLE WARMER.            F-2: 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE DOOR.            G-1: 11. PAINT PEELING ON EAVES AND DOOR. 15. WINDOW SCREENS ARE MISSING.            G-2: 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING.            G-4: 7. ONE LIGHT BALLAST IS OUT. 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.            H-1: 10. PLUG IN AIR FRESHENER.            H-6: 10. PLUG IN AIR FRESHENER.            MENS REST ROOM (GYM): 4. WATER DAMAGE AND HOLE IN CEILING. 11. PAINT IS PEELING ON WALL.            OP-1: 4. LINOLEUM IS LIFTING IN RR (MUSTY SMELL). 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON DOOR FRAME. 12. SIDING HAS A HOLE AND DRY ROT. 15. WINDOW SCREENS ARE MISSING.            SLO: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR ENTRY. 11. PAINT IS PEELING ON BASE OF DOOR. 15. WINDOW SCREENS ARE MISSING.            SL2: 4. FLOOR TILES HAVE HOLES. FORMICA TRIM IS PEELING ON COUNTER TOP. 7. ELECTRICAL COVER MISSING AT ENTRY. ONE LIGHT BALLAST IS OUT. 10.</p>



**School Facility Good Repair Status (Most Recent Year)**  
**Year and month in which data were collected: 8/8/2018**

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>FIRE ALARM LIGHT HAS A TOWEL OVER IT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SCREENS ARE MISSING.</p> <p>STAGE: 4. STEP IN ACCESS STARWELL IS BROKEN. 7. ALL LIGHT DIFFUSERS ARE MISSING. SWITCH PLATE IS BROKEN AND KNOB MISSING. 10. EMERGENCY EXIT LIGHT IS NOT FUNCTIONING PROPERLY.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	<p align="center">Good</p>	<p>C-6: 9. FAUCET HAS A LOW FLOW AND SLOW DRIP. 12. HOLES AT BASE OF EXTERIOR WALL.</p> <p>G-4: 7. ONE LIGHT BALLAST IS OUT. 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>OP-1: 4. LINOLEUM IS LIFTING IN RR (MUSTY SMELL). 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON DOIR FRAME. 12. SIDING HAS A HOLE AND DRY ROT. 15. WINDOW SCREENS ARE MISSING.</p> <p><b>"ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".</b></p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p align="center">Good</p>	<p>ADMIN: 4. CEILING TILE HAS A WATER STAIN. 7. TWO LIGHT BALLASTS ARE OUT. 14. TRIP HAZARDS ON WALKWAY.</p> <p>G-1: 11. PAINT PEELING ON EAVES AND DOOR. 15. WINDOW SCREENS ARE MISSING.</p> <p>G-2: 7. OUTLET COVER IS MISSING. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING.</p> <p>G-3: 15. WINDOW SCREEN IS MISSING.</p> <p>G-4: 7. ONE LIGHT BALLAST IS OUT. 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>G7: 15. WINDOW SCREEN IS MISSING.</p> <p>G8: 15. WINDOW SCREEN IS MISSING.</p> <p>OP-1: 4. LINOLEUM IS LIFTING IN RR (MUSTY SMELL). 9. FAUCET HAS A LOW FLOW. 11. PAINT IS PEELING ON DOIR FRAME. 12. SIDING HAS A HOLE AND DRY ROT. 15. WINDOW SCREENS ARE MISSING.</p> <p>OP-2: 7. EXTENSION CORD IS BEING PERMANENTLY USED. 15. WINDOW SCREENS ARE MISSING.</p> <p>SLO: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. 7. ONE LIGHT BALLAST IS OUT. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR ENTRY. 11. PAINT IS PEELING</p>

**School Facility Good Repair Status (Most Recent Year)**  
Year and month in which data were collected: 8/8/2018

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		ON BASE OF DOOR.15. WINDOW SREENS ARE MISSING. SL1: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP. 15. WINDOW SCREENS ARE MISSING. SL2: 4. FLOOR TILES HAVE HOLES. FORMICA TRIM IS PEELING ON COUNTER TOP. 7. ELECTRICAL COVER MISSING AT ENTRY. ONE LIGHT BALLAST IS OUT. 10. FIRE ALARM LIGHT HAS A TOWEL OVER IT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SCREENS ARE MISSING.  "ALL DEFICIENCIES ARE BEING ADDRESSED WITH SUBMITTED WORK ORDERS".
<b>Overall Rating</b>	<b>Fair</b>	Extensive modernization work completed over the summer of 2015 on classroom interiors

**B. Pupil Outcomes**

**State Priority: Pupil Achievement**

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

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.

2017-18 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>ELA</b>	39.0	45.0	38.0	43.0	48.0	50.0
<b>Math</b>	21.0	27.0	26.0	31.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter

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	
	16-17	17-18	16-17	17-18	16-17	17-18
<b>Science</b>	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

**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

Grade Level	2017-18 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
<b>7</b>	14.2	17.6	19.1

\* 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.

**School Year 2017-18 CAASPP Assessment Results - English Language Arts (ELA)  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
<b>All Students</b>	989	972	98.28	45.37
<b>Male</b>	514	503	97.86	38.37
<b>Female</b>	475	469	98.74	52.88
<b>Black or African American</b>	--	--	--	--
<b>American Indian or Alaska Native</b>	--	--	--	--
<b>Asian</b>	--	--	--	--
<b>Filipino</b>	--	--	--	--
<b>Hispanic or Latino</b>	917	905	98.69	44.97
<b>White</b>	47	46	97.87	54.35
<b>Socioeconomically Disadvantaged</b>	805	790	98.14	40.25
<b>English Learners</b>	362	353	97.51	24.93
<b>Students with Disabilities</b>	78	75	96.15	2.67
<b>Students Receiving Migrant Education Services</b>	33	33	100.00	42.42
<b>Foster Youth</b>	15	15	100.00	33.33

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 2017-18 CAASPP Assessment Results - Mathematics  
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	989	975	98.58	27.38
Male	514	506	98.44	25.69
Female	475	469	98.74	29.21
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	917	907	98.91	27.34
White	47	47	100	25.53
Socioeconomically Disadvantaged	805	792	98.39	23.74
English Learners	362	356	98.34	13.48
Students with Disabilities	78	76	97.44	1.32
Students Receiving Migrant Education Services	33	33	100	30.3
Foster Youth	15	15	100	6.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

### **C. Engagement**

#### **State Priority: Parental Involvement**

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

#### **Opportunities for Parental Involvement (School Year 2018-19)**

School Site Council (SSC) will meet a minimum of four times a year to review and revise the annual School Plan for Student Achievement and reflect on the effectiveness of programs and instruction. English Language Acquisition Council (ELAC) will also meet four times a year. Both councils will be designed to ensure that our curriculum reflect the diverse needs of all students, to promote activities that recognize and appreciate cultural diversity, and to help develop a school climate that offers equal opportunity to all staff and students.

Parents are welcome and encouraged to volunteer at WIS. WIS will offer T-Bird Parent Education nights in the fall and spring semesters. Topics will include but are not limited to, gang awareness, bully prevention, state testing, academic success (Power School grade tracking), mental health and suicide awareness, and promotion requirements.

Parent T-Bird nights will be held in the fall and spring. Information will be used to strengthen communication with parents and provide awareness to social trends and academic requirements that affect students' success at school. Social trends that are often addressed are bullying, cyber bullying and social networking, gang awareness, CAASPP, attendance, promotion requirements, and academic interventions. T-Bird nights will be designed to involve parents in their child's education.

Academic counseling services are available for parents and students. Mandatory Academic Conferences are scheduled with every student and parent. On-going and as needed conferences are available for all students and parents.

If you would like more information about Parent Engagement Activities please contact our Community Liaison Elena Alcantara at 559-595-7252

Please contact Jesse Sanchez for questions pertaining to parent involvement. You may contact me at (559) 595-7252 or email me at [jesse.sanchez@dinuba.k12.ca.us](mailto:jesse.sanchez@dinuba.k12.ca.us).

**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**

School safety is a priority for all staff at Washington Intermediate School. School administration and other support staff monitor the campus before, during, after school and during school events. WIS in partnership with Dinuba Police Department has a full time police officer on campus to ensure that a safe school environment is provided for students and adults. The campus officer monitors the school to ensure a school safe environment. All buildings and offices have telephones and intercoms. Also, the school has 17 cameras strategically located around the perimeter of the school campus. Gates around the campus are closed during school hours. Visitors register at the office before coming onto campus. Parents are required to sign student in/out when leaving early or arriving late to school.

School Site Council reviews and approves the safety plan annually prior to its approval by the district's Board of Trustees. WIS holds monthly safety drills to ensure the students and staff are prepared for any emergency the may arise (i.e., fire, earthquake, lock down).

Suspensions and Expulsions			
School	2015-16	2016-17	2017-18
Suspensions Rate	0.0	7.8	6.5
Expulsions Rate	0.2	0.8	0.6
District	2015-16	2016-17	2017-18
Suspensions Rate	1.5	3.6	3.7
Expulsions Rate	0.1	0.3	0.2
State	2015-16	2016-17	2017-18
Suspensions Rate	3.7	3.7	3.5
Expulsions Rate	0.1	0.1	0.1

**D. Other SARC Information**

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

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	1
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.1
Library Media Services Staff (Paraprofessional)	1.5
Psychologist	.5
Social Worker	.2
Nurse	1
Speech/Language/Hearing Specialist	.2
Resource Specialist (non-teaching)	2
Other	
Average Number of Students per Staff Member	
Academic Counselor	998

\* 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 (Secondary)**

Subject	Average Class Size			Number of Classrooms*								
				1-22			23-32			33+		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English	26.0	28.0	26.0	9	4	9	77	35	38			
Mathematics	29.0	29.0	28.0	3	4	6	28	28	29			
Science	30.0	30.0	31.0				33	33	31			1
Social Science	30.0	30.0	29.0		2	2	34	31	33		1	

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

**Professional Development provided for Teachers**

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

District Wide Professional Growth - 4 days

7-8th NGSS- Science Training - 4 days via Professional Development Days with TCOE Consultant Nicole Ray

7-8th CCSS- Math Training - 10 days via Professional Development Days with TCOE Consultant Javier Garcia as well as Dinuba Unified Math Coach Nick Lopez

7-8th CCSS - ELA Training - 6 days via Professional Development Days with WestEd Consultant Adam Ebrahim

7-8th CCSS - Social Science - 5 days via Professional Development Days with WestEd Consultant Adam Ebrahim

7-8th CCSS - ELA/ELD Achieve 3000 Training - 3 Days via Professional Development Days with Achieve 3000 Representative

The school has a focus on meeting the needs of all students as well as the significant subgroups. English language arts and mathematics will continue to be a focus to better meet the academic needs of students.

Teachers meet every Monday to participate in Professional Learning Communities in order to reflect upon current practice and utilize data to inform their instruction. They collaborate a full day each semester and on minimum days to analyze assessment data and reflect on instructional practices. Teachers challenge students every day with higher order questioning and engagement strategies.

FY 2016-17 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,448	\$47,547
Mid-Range Teacher Salary	\$70,488	\$74,775
Highest Teacher Salary	\$94,257	\$93,651
Average Principal Salary (ES)	\$113,202	\$116,377
Average Principal Salary (MS)	\$118,862	\$122,978
Average Principal Salary (HS)	\$137,598	\$135,565
Superintendent Salary	\$179,747	\$222,853
Percent of District Budget		
Teacher Salaries	33.0	35.0
Administrative Salaries	5.0	6.0

\* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at [www.cde.ca.gov/ds/fd/cs/](http://www.cde.ca.gov/ds/fd/cs/).

**Types of Services Funded**

WIS receives funds for state and federal programs that are restricted to specific purposes. This includes LCAP (Local Control Accountability Plan), Title I Funding, Title II, Title III, Economic Impact Aid, and funds to support English Language Acquisition, Visual and Performing Arts Programs as well as the social-emotional support of students.

FY 2016-17 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$5,622	\$131	\$5,491	\$72,004
District	◆	◆	\$9,897	\$75,061
State	◆	◆	\$7,125	\$76,522
Percent Difference: School Site/District			-57.3	-4.2
Percent Difference: School Site/ State			-71.1	-6.1

\* Cells with ◆ do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

**Dropout Rate and Graduation Rate (Four-Year Cohort Rate)**

<b>Washington Intermediate School</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Dropout Rate</b>			
<b>Graduation Rate</b>			
<b>Dinuba Unified School District</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Dropout Rate</b>	1.4	3.1	2.3
<b>Graduation Rate</b>	96.8	95.6	87.5
<b>California</b>	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
<b>Dropout Rate</b>	10.7	9.7	9.1
<b>Graduation Rate</b>	82.3	83.8	82.7

**DataQuest**

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

**Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.