

# Washington Intermediate 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/](http://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/](http://www.cde.ca.gov/fg/aa/lc/)

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

#### DataQuest



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

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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

<b>School Name</b>	Washington Intermediate School
<b>Street</b>	1150 North Hayes Ave.
<b>City, State, Zip</b>	Dinuba, CA 93618
<b>Phone Number</b>	(559) 595-7252
<b>Principal</b>	Kevin Thomas
<b>Email Address</b>	kthomas@dinuba.k12.ca.us
<b>School Website</b>	<a href="https://www.dinuba.k12.ca.us/Domain/9">https://www.dinuba.k12.ca.us/Domain/9</a>
<b>County-District-School (CDS) Code</b>	54-75531-6053995

## 2021-22 District Contact Information

<b>District Name</b>	Dinuba Unified School District
<b>Phone Number</b>	(559) 595-7200
<b>Superintendent</b>	Joe Hernandez, Ed.D.
<b>Email Address</b>	jhernandez@dinuba.k12.ca.us
<b>District Website Address</b>	dusd.dinuba.k12.ca.us

## 2021-22 School Overview

### 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."

**P**  
repare  
for college or career

**L**  
ead by example

**A**  
cademic excellence

**N**  
avigate 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 Jr. high 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 Jr. high 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 Jr. High staff to challenge all students to achieve, and to provide opportunities to grow in a positive direction.

## 2021-22 School Overview

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 Jr. High 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.

Kevin Thomas  
Principal, Washington Intermediate  
(559) 595-7252

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	526
Grade 8	436
<b>Total Enrollment</b>	<b>962</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.6
Asian	1
Black or African American	0.3
Filipino	0.6
Hispanic or Latino	94.5
Native Hawaiian or Pacific Islander	0.2
White	2.7
English Learners	32.7
Foster Youth	0.6
Homeless	0.3
Socioeconomically Disadvantaged	86
Students with Disabilities	10.4

## 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>

### 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	31.4	74.0	235.3	86.4	228366.1	83.1
Intern Credential Holders Properly Assigned	2.0	4.7	11.0	4.0	4205.9	1.5
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	4.2	10.0	6.9	2.5	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.0	0.0	8.8	3.2	12115.8	4.4
Unknown	4.8	11.4	10.2	3.8	18854.3	6.9
<b>Total Teaching Positions</b>	<b>42.5</b>	<b>100.0</b>	<b>272.3</b>	<b>100.0</b>	<b>274759.1</b>	<b>100.0</b>

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.

### 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	4.0
Misassignments	0.2
Vacant Positions	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	<b>4.2</b>

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.0
Total Out-of-Field Teachers	0.0

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.5
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

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

Washington Intermediate School has adopted Collections from Houghton Mifflin for English Language Arts. The Science adoption is Stemsscopes-Online Edition through Accelerate Learning. Illustrative Mathematics is the adopted text for Math. History -Social Studies has adopted California Impact from MacMillan. 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.

Year and month in which the data were collected

8/2020

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	7-8 Collections, Houghton Mifflin: Adopted April, 2018	Yes	0
Mathematics	7-8 Open Up Resources, Illustrative Mathematics: Adopted May, 2018	Yes	0
Science	7-8 Stemsscopes - Online Edition, Accelerate Learning:Adopted in 2016	Yes	0
History-Social Science	7-8 California Impact, History-Social Science MacMillan: Adopted May, 2018	Yes	0

## School Facility Conditions and Planned Improvements

Washington Intermediate School was built in 1964. The school takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, gym use, and staff work rooms. To assist our school 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 district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. 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 site staff, custodians and maintenance.

### Maintenance and Repair

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.

In 2021, our main quad area in front of the stage received renovation by having the aging planters and cement removed and replaced with an all cement surface with proper drainage. Shade structures are scheduled for installation in the summer of 2022.

Year and month of the most recent FIT report

6/10/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			A-3: 4. FORMICA IS PEELING ON TEACHER STATION. 11. PAINT IS PEELING ON THE DOOR AND DOOR FRAME. Work order submitted CAFÉ: 4. FLOOR TILES ARE BROKEN/DAMAGED. Work order submitted SL0: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILES ARE TORN. WALL PAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR ENTRY. 15. WINDOW SREENS ARE MISSING. Work orders submitted SL2: 4. FLOOR TILES HAVE HOLES. FLOOR TILES ARE DAMAGED THROUGHOUT ROOM. FORMICA TRIM IS PEELING ON COUNTER TOP. 15. WINDOW SCREENS ARE MISSING. Work order submitted
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			A-2: 7. MULTIPLE LIGHT BULBS ARE OUT.
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			A-3: 4. FORMICA IS PEELING ON TEACHER STATION. 11. PAINT IS PEELING ON THE DOOR AND DOOR FRAME. Work order submitted A-6: 11. PAINT IS PEELING ON DOOR FRAME. Work order submitted B-1: 11. PAINT IS PEELING ON DOOR FRAME AND EXTERIOR WALL. Work order submitted B-2: 4. DRAWER HANDLE IS MISSING. 11. PAINT IS PEELING ON DOOR FRAME. B-4: 11. PAINT IS PEELING ON EXTERIOR WALL.

## School Facility Conditions and Planned Improvements

			<p>C-0: 11. PAINT PEELING ON EXTERIOR WALL. Work order submitted</p> <p>C-1: 7. MULTIPLE LIGHT BULBS ARE OUT. Replaced 11. PAINT IS PEELING ON THE DOOR FRAME. WO submitted</p> <p>F-2: 7. TWO LIGHT PANELS ARE OUT. 9. SINK CAPS ARE MISSING. corrected11. PAINT IS PEELING ON THE DOOR. WO Submitted</p> <p>G-2: 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/12/2019). corrected11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING. Wo submitted</p> <p>SL0: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILES ARE TORN. WALL PAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR ENTRY. 15. WINDOW SREENS ARE MISSING. Work orders submitted</p> <p>SL1: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP. Wo submitted 7. ONE LIGHT PANEL IS OUT. corrected10. FIRE EXTINGUISHER IS NOT MOUNTED. replaced11. PAINT IS PEELING ON GUTTER AND RAMP RAILING. 15. WINDOW SCREENS ARE MISSING. WO submitted</p>
<p><b>Structural:</b> Structural Damage, Roofs</p>	X		<p>G-4: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.work orders submitted</p>
<p><b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	X		<p>G-1: 7. ONE LIGHT PANEL IS OUT. replaced11. PAINT PEELING ON EAVES AND DOOR. 15. WINDOW SCREENS ARE MISSING. Work order submittedDOOR HANDLE IS LOOSE.</p> <p>G-2: 10. FIRE EXTINGUISHER TAG IS OUTDATED (JULY/12/2019). corrected11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING. Wo submitted</p> <p>G-3: 4. CEILING TILE IS LOOSE. 15. WINDOW SCREEN IS MISSING. Work order submitted</p> <p>G-4: 7. TWO LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.work orders submitted</p> <p>G8: 4. CEILING TILE IS TORN. 10. FIRE EXTINGUISHER NEEDS TO BE RECHARGED. Corrected 15. WINDOW SCREEN IS MISSING.</p> <p>GIRLS REST ROOM (NEAR A3): 14. TRIP HAZARD ON WALKWAY.</p> <p>OP-1: 8. ONE TOILET CONSTANTLY RUNS. 9. FAUCETS HAVE A LOW FLOW. corrected11. PAINT IS PEELING ON DOOR. Work order submitted14. TRIP HAZARD ON WALKWAY. Unsure what the trop hazard is, need more detail</p>

## School Facility Conditions and Planned Improvements

			<p>OP-2: 4. CEILING TILES ARE TORN. 7. SURGE PROTECTORS ARE DAISY CHAINED. 15. WINDOW SCREENS ARE MISSING. Work submitted</p> <p>SLO: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILES ARE TORN. WALL PAPER IS TORN. 7. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR ENTRY. 15. WINDOW SREENS ARE MISSING. Work orders submitted</p> <p>SL1: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP. Work submitted 7. ONE LIGHT PANEL IS OUT. corrected 10. FIRE EXTINGUISHER IS NOT MOUNTED. replaced 11. PAINT IS PEELING ON GUTTER AND RAMP RAILING. 15. WINDOW SCREENS ARE MISSING. WO submitted</p> <p>SL2: 4. FLOOR TILES HAVE HOLES. FLOOR TILES ARE DAMAGED THROUGHOUT ROOM. FORMICA TRIM IS PEELING ON COUNTER TOP. 15. WINDOW SCREENS ARE MISSING. Work order submitted</p>
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## 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
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (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	966	NT	NT	NT	NT
Female	454	NT	NT	NT	NT
Male	512	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	907	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	300	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	883	NT	NT	NT	NT
Students Receiving Migrant Education Services	50	NT	NT	NT	NT
Students with Disabilities	102	NT	NT	NT	NT

## 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	966	NT	NT	NT	NT
Female	454	NT	NT	NT	NT
Male	512	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	13	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	907	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	28	NT	NT	NT	NT
English Learners	300	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	883	NT	NT	NT	NT
Students Receiving Migrant Education Services	50	NT	NT	NT	NT
Students with Disabilities	102	NT	NT	NT	NT

## 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.

Star Reading Student Groups	Star Reading Total Enrollment	Star Reading Number Tested	Star Reading Percent Tested	Star Reading Percent Not Tested	Star Reading Percent At or Above Grade Level
All Students	960	834	86.88	13.13	23.23
Female	453	400	88.3	11.7	23.18
Male	507	434	85.6	14.4	23.27
American Indian or Alaska Native	11	1	90.91	9.09	9.09

<b>Asian</b>	11	11	100	0	45.45
<b>Black or African American</b>	4	3	75	25	50
<b>Filipino</b>	6	5	100	0	16.67
<b>Hispanic or Latino</b>	892	776	86.99	13	23.09
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	34	26	76.47	23.53	23.53
<b>English Learners</b>	297	238	80.13	19.87	2.02
<b>Foster Youth</b>	8	8	100	0	25
<b>Homeless</b>	3	3	100	0	33.33
<b>Military</b>	4	4	100	0	50
<b>Socioeconomically Disadvantaged</b>	858	734	85.55	14.45	20.75
<b>Students Receiving Migrant Education Services</b>	49	41	83.68	16.33	16.33
<b>Students with Disabilities</b>	101	75	74.26	12.74	1.98

\*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.

<b>Star Reading Student Groups</b>	<b>Star Reading Total Enrollment</b>	<b>Star Reading Number Tested</b>	<b>Star Reading Percent Tested</b>	<b>Star Reading Percent Not Tested</b>	<b>Star Reading Percent At or Above Grade Level</b>
<b>All Students</b>	960	884	92.08	7.92	11.46
<b>Female</b>	453	425	93.82	6.18	11.92
<b>Male</b>	507	459	90.53	9.47	11.05
<b>American Indian or Alaska Native</b>	11	10	90.91	9.09	0
<b>Asian</b>	11	10	90.91	9.09	0
<b>Black or African American</b>	4	4	100	0	0
<b>Filipino</b>	6	6	100	0	0
<b>Hispanic or Latino</b>	892	823	92.26	7.74	11.77
<b>Native Hawaiian or Pacific Islander</b>	2	2	100	0	0
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	34	29	85.29	14.71	5.88
<b>English Learners</b>	297	253	85.19	14.81	2.36
<b>Foster Youth</b>	8	8	100	0	0
<b>Homeless</b>	3	3	100	0	33.33
<b>Military</b>	4	4	100	0	0
<b>Socioeconomically Disadvantaged</b>	858	785	91.49	8.51	10.96

<b>Students Receiving Migrant Education Services</b>	49	42	85.71	14.29	8.16
<b>Students with Disabilities</b>	101	87	86.14	13.86	0

\*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
<b>Science</b> (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
<b>All Students</b>	442	NT	NT	NT	NT
<b>Female</b>	210	NT	NT		
<b>Male</b>	232	NT	NT		
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	413	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	0	0	0	0	0
<b>White</b>	13	NT	NT	NT	NT
<b>English Learners</b>	134	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	0	0	0	0	0
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	406	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	21	NT	NT	NT	NT
<b>Students with Disabilities</b>	46	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

Our aim at Washington Intermediate School is to foster connections with our parent community. We do this in many several and different ways:

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. The 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.

Parents are also encouraged to be members of our new T-Bird Parent Booster Club. The club meets at least once a year and contributes to lifting our students and staff throughout the year.

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. 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, Ms. Elena Alcantara @ 559-595-7252.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	999	991	151	15.2
Female	470	466	59	12.7
Male	529	525	92	17.5
American Indian or Alaska Native	6	6	2	33.3
Asian	13	13	2	15.4
Black or African American	3	3	0	0.0
Filipino	7	6	0	0.0
Hispanic or Latino	938	932	143	15.3
Native Hawaiian or Pacific Islander	2	2	0	0.0
Two or More Races	1	1	0	0.0
White	29	28	4	14.3
English Learners	330	329	61	18.5
Foster Youth	9	9	4	44.4
Homeless	4	4	1	25.0
Socioeconomically Disadvantaged	909	904	142	15.7
Students Receiving Migrant Education Services	53	53	10	18.9
Students with Disabilities	110	110	29	26.4

### 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	19.73	0.10	8.19	0.04	3.47	0.20
Expulsions	0.68	0.00	0.27	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	5.91	2.25	2.45
Expulsions	0.61	0.16	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.10	0.00
Female	0.00	0.00
Male	0.19	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	0.11	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	0.30	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged		
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities		

## 2021-22 School Safety Plan

School safety is a priority for all staff at Washington Intermediate School. The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and preparing for emergencies. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. An updated copy is available to the public at the school office. In addition, 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 two campus officers monitor 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. There is one single access way for the public to enter the school. 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 Washington Intermediate School safety plan annually prior to its approval by the district's Board of Trustees. Washington Intermediate School holds monthly safety drills to ensure the students and staff are prepared for any emergency that may arise (i.e., fire, earthquake, lock down).

The school's safety plan was updated, reviewed, and approved by the School Site Council on October 2020.

## 2018-19 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	9	43	
Mathematics	24	16	31	
Science	31	1	33	
Social Science	26	7	31	1

## 2019-20 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	27	11	26	3
Mathematics	23	17	29	1
Science	28		34	
Social Science	28	2	32	

## 2020-21 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	28	8	24	9
Mathematics	25	10	30	
Science	31	1	28	2
Social Science	31	1	30	

## 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	962

## 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)	1
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
Other	2.5

## 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	\$6,461	\$458	\$6,003	\$75,646
District	N/A	N/A	\$9,682	\$80,841
Percent Difference - School Site and District	N/A	N/A	-46.9	-5.4
State			\$8,444	\$81,044
Percent Difference - School Site and State	N/A	N/A	-33.8	-4.6

## 2020-21 Types of Services Funded

Washington Intermediate School 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.

### Federal Programs

- Title I, Part A, School & District Discretionary Block Grants
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English Proficient
- IDEA, Special Education

### State Programs

- Supplemental and Concentration Funds
- Child Development Programs
- Discretionary Block Grants
- Title I, Part C, Migrant Education
- Title II, Part A, Improving Teacher Quality
- Title II, Part D, Enhancing Education Through Technology
- Title III, Limited English

## 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
<b>Beginning Teacher Salary</b>	\$51,413	\$51,029
<b>Mid-Range Teacher Salary</b>	\$74,802	\$78,583
<b>Highest Teacher Salary</b>	\$100,025	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$120,132	\$124,576
<b>Average Principal Salary (Middle)</b>	\$126,138	\$131,395
<b>Average Principal Salary (High)</b>	\$146,021	\$144,697
<b>Superintendent Salary</b>	\$196,414	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	32%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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.

2018-2020

\*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 West Ed Consultant Adam Ebrahim

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

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

Representative

2020-21

\*4 days of science training from FCOE

\*5 days of ELA support from TCOE

\*8 days of MTSS - school improvement team from TOCE

\*5 days of 8th Grade on Track - school improvement team - CA Education Partners

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.

During the current year Teachers had 2 preservice days of training on the use of technologies for Distance Learning. County Technology Coaches have been used throughout the year for virtual office hours to continue to support our teachers with the challenges of Distance Learning.

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

Subject	2019-20	2020-21	2021-22
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Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2
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# Dinuba 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 Student 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

<b>District Name</b>	Dinuba Unified School District
<b>Phone Number</b>	(559) 595-7200
<b>Superintendent</b>	Joe Hernandez, Ed.D.
<b>Email Address</b>	jhernandez@dinuba.k12.ca.us
<b>District Website Address</b>	dusd.dinuba.k12.ca.us

## 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	3509	498	14.19	85.81	61.54
Female	1696	258	15.21	84.79	64.84
Male	1813	240	13.24	86.76	57.98
American Indian or Alaska Native	20	0	--	100.00	--
Asian	38	4	10.53	89.47	--
Black or African American	15	2	13.33	86.67	--
Filipino	21	5	23.81	76.19	--
Hispanic or Latino	3277	463	14.13	85.87	60.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	135	24	17.78	82.22	75.00
English Learners	1153	98	8.50	91.50	28.13
Foster Youth	26	2	7.69	92.31	--
Homeless	40	6	15.00	85.00	--
Military	18	4	22.22	77.78	--
Socioeconomically Disadvantaged	3161	435	13.76	86.24	59.63
Students Receiving Migrant Education Services	152	9	5.92	94.08	--
Students with Disabilities	296	42	14.19	85.81	9.52

## 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
<b>All Students</b>	3508	504	14.37	85.63	25.65
<b>Female</b>	1696	260	15.33	84.67	26.15
<b>Male</b>	1812	244	13.47	86.53	25.10
<b>American Indian or Alaska Native</b>	20	0	--	100.00	--
<b>Asian</b>	38	4	10.53	89.47	--
<b>Black or African American</b>	15	2	13.33	86.67	--
<b>Filipino</b>	21	5	23.81	76.19	--
<b>Hispanic or Latino</b>	3276	467	14.26	85.74	24.46
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	135	26	19.26		42.31
<b>English Learners</b>	1153	96	8.33	91.67	6.32
<b>Foster Youth</b>	26	2	7.69	92.31	--
<b>Homeless</b>	40	6	15.00	85.00	--
<b>Military</b>	18	4	22.22	77.78	--
<b>Socioeconomically Disadvantaged</b>	3160	441	13.96	86.04	23.64
<b>Students Receiving Migrant Education Services</b>	152	9	5.92	94.08	--
<b>Students with Disabilities</b>	296	42	14.19	85.81	2.38