



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

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

2018-19 School Accountability Report Card Published During the 2019-20 School Year



Dinuba Unified School District

1327 E. El Monte Way
Dinuba, CA 93618
(559) 595-7200
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

Peggy Garispe
Chief Business Official

Vicky Armstrong
Chief Academic Officer

District Mission
"Empower 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."

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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. 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.

Jesse Sanchez, Ed.D.

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.

2018-19 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	503
Grade 8	490
Total Enrollment	993

2018-19 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.3
Asian	1.2
Filipino	0.6
Hispanic or Latino	93
Native Hawaiian or Pacific Islander	0.1
White	4.6
Socioeconomically Disadvantaged	83.8
English Learners	30.6
Students with Disabilities	7
Foster Youth	1.2
Homeless	0.4

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

Teacher Credentials for Washington Intermediate School	17-18	18-19	19-20
With Full Credential	46	41	41
Without Full Credential	3	2	2
Teaching Outside Subject Area of Competence	0	8	8

Teacher Credentials for Dinuba Unified School District	17-18	18-19	19-20
With Full Credential	♦	♦	283
Without Full Credential	♦	♦	27
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Washington Intermediate School

Indicator	17-18	18-19	19-20
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 2019-20)

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: 6/24/2019

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	SPECIAL ED. (G5 &G6):
Interior: Interior Surfaces	Fair	2: 4. CEILING TILES ARE MISSING. 7. FLOOR OUTLET COVER IS MISSING (OBJECTS IN OUTLET). EXTERIOR LIGHT COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 4: 4. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE BAD (PINK BULBS). ONE EXTERIOR LIGHT COVER IS MISSING. ONE EXTERIOR LIGHT COVER IS BROKEN. 10. PLUG IN AIR FRESHENER. 5: 4. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT. 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. WALL TILE HAS A HOLE. BOYS REST ROOM: 4. SOAP DISPENSER TOP IS MISSING (NO SOAP). 9. ONE FAUCET HAS HIGH PRESSURE. ONE

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>FAUCET IS LOOSE AT THE BASE. ONE FAUCET HAS NO FLOW.</p> <p>C-5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. WIRES ARE EXPOSED ON TOP OF CABINETS. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>C-7: 4. UNCONNECTED/CAPPED DUCT ALLOW BUGS AND VERMIN ACCESS.</p> <p>CAFÉ: 4. FLOOR TILES ARE BROKEN.</p> <p>H-2: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>KITCHEN: 4. FLOOR TILES CRACKED/BROKEN AT ENTRY FROM CAFÉ.</p> <p>LIBRARY: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE AND T-BAR ARE LOOSE. CEILING TILE HAS A HOLE. 7. EXTERIOR LIGHT SWITCH IS BROKEN. TWO EXTERIOR LIGHT COVERS ARE MISSING. 9. ONE EXTERIOR DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD.</p> <p>MENS REST ROOM: 4. HOLE IN LINOLEUM FLOORING. 9. FAUCET HAS A LOW FLOW. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW.</p> <p>OFFICE/ CLUB T-BIRD: 4. CEILING TILES ARE MISSING. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>SLO: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILE IS TORN. 7. THREE LIGHT PANELS ARE OUT.</p> <p>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.</p> <p>SL1: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP. 7. ONE LIGHT PANEL IS OUT. 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. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SCREENS ARE MISSING.</p> <p>STAFF TRAINING (LAB): 4. CEILING TILE HAS A WATER STAIN.</p>
<p>Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation</p>	<p>Good</p>	<p>H-6: 6. LIVE COCKROACH PRESENT. 9. FAUCET IS LOOSE AT THE BASE AND HAS AN EXTREMELY LOW FLOW.</p> <p>OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p>
<p>Electrical: Electrical</p>	<p>Poor</p>	<p>1: 7. TWO EXTERIOR LIGHT COVERS ARE MISSING.</p> <p>2: 4. CEILING TILES ARE MISSING. 7. FLOOR OUTLET COVER IS MISSING (OBJECTS IN OUTLET). EXTERIOR LIGHT</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>4: 4. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE BAD (PINK BULBS). ONE EXTERIOR LIGHT COVER IS MISSING. ONE EXTERIOR LIGHT COVER IS BROKEN. 10. PLUG IN AIR FRESHENER.</p> <p>5: 4. CEILING TILE IS LOOSE. 7. TWO LIGHT PANELS ARE OUT.</p> <p>A-4: 7. ONE LIGHT DIFFUSER IS LOOSE. ADMIN ASSISTANT/ RECORDS: 7. ONE LIGHT DIFFUSER IS LOOSE. 10. PLUG IN AIR FRESHENER.</p> <p>B-3: 7. OUTLET COVER IS BROKEN. BOYS LOCKER ROOM: 7. ELECTRICAL COVER MISSING IN COACHES OFFICE. 10. EMERGENCY EXIT SIGN IS BROKEN. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>C-1: 7. EXTENSION CORDS AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON THE DOOR FRAME.</p> <p>C-2: 7. EXTENSION CORD AND SURGE PROTECTOR ARE DAISY CHAINED.</p> <p>C-5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. WIRES ARE EXPOSED ON TOP OF CABINETS. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>C-6: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW AND SLOW DRIP. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>D-1: 7. ONE LIGHT DIFFUSER MISSING. ONE LIGHT DIFFUSER IS LOOSE. ONE LIGHT PANEL IS OUT.</p> <p>F-1: 7. ONE LIGHT PANEL IS OUT. ELECTRICAL CONDUIT END CAP IS MISSING. ELECTRICAL COVER IS MISSING.</p> <p>F-2: 7. ONE LIGHT PANEL IS OUT. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>G-1: 7. ONE LIGHT PANEL IS OUT. 11. PAINT PEELING ON EAVES AND DOOR. 15. WINDOW SCREENS ARE MISSING.</p> <p>G-2: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING.</p> <p>GIRLS LOCKER ROOM: 7. ELECTRICAL COVER MISSING IN COACHES OFFICE. MULTIPLE LIGHT PANELS ARE OUT.</p> <p>GIRLS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. 9. ONE FAUCET HAS HIGH PRESSURE.</p> <p>GYM: 7. ELECTRICAL BOX COVER IS MISSING. 13. GUTTERS ARE LEAKING LEAVING RUST STREAKS ON EXTERIOR WALLS.</p> <p>H-2: 4. CEILING TILES HAVE WATER STAINS. 7. MULTIPLE LIGHT BULBS ARE OUT.</p> <p>H-3: 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. TWO PLUG IN AIR FRESHENERS.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>LIBRARY: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE AND T-BAR ARE LOOSE. CEILING TILE HAS A HOLE. 7. EXTERIOR LIGHT SWITCH IS BROKEN. TWO EXTERIOR LIGHT COVERS ARE MISSING. 9. ONE EXTERIOR DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD. NURSE: 7. ONE EXTERIOR LIGHT COVER IS MISSING.</p> <p>OFFICE/ CLUB T-BIRD: 4. CEILING TILES ARE MISSING. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE OUT.</p> <p>OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>OP-2: 7. ETHERNET BOX IS LOOSE FROM WALL AND CONDUIT IS MISSING. 15. WINDOW SCREENS ARE MISSING.</p> <p>PSYCH: 7. ONE LIGHT DIFFUSER IS MISSING. OUTLET COVER IS MISSING.</p> <p>SL0: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILE IS TORN. 7. THREE LIGHT PANELS ARE OUT. 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.</p> <p>SL1: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP. 7. ONE LIGHT PANEL IS OUT. 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. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SCREENS ARE MISSING.</p> <p>STAFF OFFICE: 7. ELECTRICAL COVER IS MISSING.</p> <p>STAGE: 7. ONE LIGHT PANEL IS OUT. KNOB IS MISSING.</p> <p>WOMENS REST ROOM: 7. BOTH LIGHT DIFFUSERS ARE BROKEN/LOOSE.</p>
<p>Restrooms/Fountains: Restrooms, Sinks/ Fountains</p>	<p>Fair</p>	<p>BOYS REST ROOM (GYM): 9. FIRST TWO FAUCETS HAVE HIGH PRESSURE AND LOW FLOW. ONE FAUCET HANDLE IS MISSING.</p> <p>BOYS REST ROOM: 4. SOAP DISPENSER TOP IS MISSING (NO SOAP). 9. ONE FAUCET HAS HIGH PRESSURE. ONE FAUCET IS LOOSE AT THE BASE. ONE FAUCET HAS NO FLOW.</p> <p>BOYS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>C-0: 9. FAUCET HAS NO FLOW. 11. PAINT PEELING ON EXTERIOR WALL.</p> <p>C-6: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW AND SLOW</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>DRIP. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>F-2: 7. ONE LIGHT PANEL IS OUT. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>GIRLS REST ROOM (GYM): 8. FIRST TOILET IS LEAKING AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>GIRLS REST ROOM: 7. ONE HAND DRYER HAS NO POWER. 9. ONE FAUCET HAS HIGH PRESSURE.</p> <p>H-3: 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. TWO PLUG IN AIR FRESHENERS.</p> <p>H-5: 9. FAUCET HAS NO FLOW AND A CONSTANT DRIP.</p> <p>H-6: 6. LIVE COCKROACH PRESENT. 9. FAUCET IS LOOSE AT THE BASE AND HAS AN EXTREMELY LOW FLOW.</p> <p>LIBRARY: 4. CEILING TILE IS BROKEN. CEILING TILES HAVE WATER STAINS. CEILING TILE AND T-BAR ARE LOOSE. CEILING TILE HAS A HOLE. 7. EXTERIOR LIGHT SWITCH IS BROKEN. TWO EXTERIOR LIGHT COVERS ARE MISSING. 9. ONE EXTERIOR DRINKING FOUNTAIN FLOWS INTO MOUTHGUARD.</p> <p>MENS REST ROOM: 4. HOLE IN LINOLEUM FLOORING. 9. FAUCET HAS A LOW FLOW. EXTERIOR DRINKING FOUNTAINS HAVE NO FLOW.</p> <p>OFFICE: 5. UNSECURED ITEMS ARE STORED TOO HIGH. 7. ELECTRICAL CONDUIT COVER IS MISSING. 9. DRINKING FOUNTAIN HAS A HIGH FLOW.</p> <p>OP-1: 8. BOTH TOILETS ARE OUT OF ORDER. 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>STORAGE: 9. FAUCET AND HANDLE HAVE A CONSTANT DRIP.</p> <p>UNISEX REST ROOM (LOUNGE): 9. FAUCET HANDLE IS BROKEN.</p>
<p>Safety: Fire Safety, Hazardous Materials</p>	<p>Fair</p>	<p>2: 4. CEILING TILES ARE MISSING. 7. FLOOR OUTLET COVER IS MISSING (OBJECTS IN OUTLET). EXTERIOR LIGHT COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>3: 10. PLUG IN CANDLE WARMER.</p> <p>4: 4. CEILING TILE IS BROKEN. 7. TWO LIGHT PANELS ARE BAD (PINK BULBS). ONE EXTERIOR LIGHT COVER IS MISSING. ONE EXTERIOR LIGHT COVER IS BROKEN. 10. PLUG IN AIR FRESHENER.</p> <p>A-2: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>A-3: 4. FORMICA IS PEELING ON TEACHER STATION. 11. PAINT IS PEELING ON THE DOOR FRAME.</p> <p>A-6: 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>ADMIN ASSISTANT/ RECORDS: 7. ONE LIGHT DIFFUSER IS LOOSE. 10. PLUG IN AIR FRESHENER.</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>ASSISTANT PRINCIPAL: 10. PLUG IN CANDLE WARMER.</p> <p>B-1: 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>B-2: 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>B-4: 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS LOCKER ROOM: 7. ELECTRICAL COVER MISSING IN COACHES OFFICE. 10. EMERGENCY EXIT SIGN IS BROKEN. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>BOYS REST ROOM: 9. TWO FAUCETS HAVE HIGH PRESSURE. 11. PAINT IS PEELING ON THE INTERIOR WALL.</p> <p>C-0: 9. FAUCET HAS NO FLOW. 11. PAINT PEELING ON EXTERIOR WALL.</p> <p>C-1: 7. EXTENSION CORDS AND SURGE PROTECTOR ARE DAISY CHAINED. 11. PAINT IS PEELING ON THE DOOR FRAME.</p> <p>C-3: 11. PAINT IS PEELING ON THE DOOR.</p> <p>C-5: 4. CEILING TILES HAVE WATER STAINS. CEILING TILES HAVE HOLES. 7. WIRES ARE EXPOSED ON TOP OF CABINETS. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>C-6: 7. ONE LIGHT PANEL IS OUT. 9. FAUCET HAS A LOW FLOW AND SLOW DRIP. 10. PLUG IN AIR FRESHENER. 11. PAINT IS PEELING ON EXTERIOR WALL.</p> <p>COUNSELOR: 10. PLUG IN CANDLE WARMER.</p> <p>F-2: 7. ONE LIGHT PANEL IS OUT. 9. SINK CAPS ARE MISSING. 11. PAINT IS PEELING ON THE DOOR.</p> <p>G-1: 7. ONE LIGHT PANEL IS OUT. 11. PAINT PEELING ON EAVES AND DOOR. 15. WINDOW SCREENS ARE MISSING.</p> <p>G-2: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SCREENS ARE MISSING.</p> <p>G-4: 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>GIRLS REST ROOM (GYM): 8. FIRST TOILET IS LEAKING AT BASE. 11. PAINT IS PEELING ON INTERIOR WALL.</p> <p>H-1: 10. PLUG IN AIR FRESHENER.</p> <p>H-3: 7. MULTIPLE LIGHT BULBS ARE OUT. 9. FAUCET HAS A LOW FLOW. 10. TWO PLUG IN AIR FRESHENERS.</p> <p>OFFICE: 10. PLUG IN CANDLE WARMER.</p> <p>OP-1: 8. BOTH TOILETS ARE OUT OF ORDER. 9. FAUCETS HAVE A LOW FLOW. 11. PAINT IS PEELING ON DOOR FRAME.</p> <p>PRINCIPAL: 10. PLUG IN AIR FRESHENER.</p> <p>SLO: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILE IS TORN. 7. THREE LIGHT PANELS ARE OUT. ELECTRICAL COVER IS MISSING. 11. PAINT IS PEELING ON THE DOOR. 14. TRIP HAZARD AT BEGINNING OF RAMP FOR</p>

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
		<p>ENTRY. 15. WINDOW SREENS ARE MISSING.</p> <p>SL2: 4. FLOOR TILES HAVE HOLES. FORMICA TRIM IS PEELING ON COUNTER TOP. 7. ELECTRICAL COVER MISSING AT ENTRY. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SREENS ARE MISSING.</p>
<p>Structural: Structural Damage, Roofs</p>	<p>Good</p>	<p>G-4: 11. PAINT IS PEELING ON THE EAVES. 12. DRY ROT ON SIDING. 15. WINDOW SCREEN IS MISSING.</p> <p>GYM: 7. ELECTRICAL BOX COVER IS MISSING. 13. GUTTERS ARE LEAKING LEAVING RUST STREAKS ON EXTERIOR WALLS.</p>
<p>External: Playground/School Grounds, Windows/ Doors/Gates/Fences</p>	<p>Good</p>	<p>G-1: 7. ONE LIGHT PANEL IS OUT. 11. PAINT PEELING ON EAVES AND DOOR. 15. WINDOW SREENS ARE MISSING.</p> <p>G-2: 7. ONE LIGHT PANEL IS OUT. 11. PAINT IS PEELING ON EAVES. 15. WINDOW SREENS ARE MISSING.</p> <p>G-3: 15. WINDOW SCREEN IS MISSING.</p> <p>G-4: 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. DOOR SLAMS SHUT.</p> <p>G8: 15. WINDOW SCREEN IS MISSING.</p> <p>OP-2: 7. ETHERNET BOX IS LOOSE FROM WALL AND CONDUIT IS MISSING. 15. WINDOW SREENS ARE MISSING.</p> <p>SL0: 4. FORMICA TRIM IS MISSING ON COUNTER TOP. CEILING TILE IS TORN. 7. THREE LIGHT PANELS ARE OUT. 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.</p> <p>SL1: 4. FLOOR TILES ARE BROKEN. FORMICA IS CHIPPING ON COUNTER TOP. 7. ONE LIGHT PANEL IS OUT. 15. WINDOW SREENS ARE MISSING.</p> <p>SL2: 4. FLOOR TILES HAVE HOLES. FORMICA TRIM IS PEELING ON COUNTER TOP. 7. ELECTRICAL COVER MISSING AT ENTRY. THREE LIGHT PANELS ARE OUT. 11. PAINT IS PEELING ON EXTERIOR WALL AND CONTAINERS. 15. WINDOW SREENS ARE MISSING.</p>
<p>Overall Rating</p>	<p>Fair</p>	<p>Extensive modernization work completed over the summer of 2015 on classroom interiors</p>

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

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
ELA	45	45	43	45	50	50
Math	27	31	31	34	38	39

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 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 17-18	School 18-19	District 17-18	District 18-19	State 17-18	State 18-19
Science	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

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

2018-19 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
7	15.4	19.7	24.1

Note: Percentages are not calculated and double dashes (--) appear in the table 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 2018-19 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	992	979	98.69	45.15
Male	526	517	98.29	38.10
Female	466	462	99.14	53.03
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	12	85.71	58.33
Filipino	--	--	--	--
Hispanic or Latino	916	907	99.02	44.65
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.92	42.55
Socioeconomically Disadvantaged	833	823	98.80	40.70
English Learners	375	368	98.13	25.27
Students with Disabilities	72	71	98.61	5.63
Students Receiving Migrant Education Services	40	40	100.00	25.00
Foster Youth	13	13	100.00	30.77
Homeless	--	--	--	--

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 2018-19 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	991	974	98.28	30.90
Male	525	511	97.33	29.35
Female	466	463	99.36	32.61
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	12	85.71	41.67
Filipino	--	--	--	--
Hispanic or Latino	915	902	98.58	30.49
Native Hawaiian or Pacific Islander	--	--	--	--
White	48	47	97.92	34.04
Socioeconomically Disadvantaged	832	818	98.32	27.63
English Learners	374	367	98.13	15.80
Students with Disabilities	71	69	97.18	2.90
Students Receiving Migrant Education Services	40	40	100.00	22.50
Foster Youth	13	13	100.00	23.08
Homeless	--	--	--	--

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 2019-20)

Our aim at WIS 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 once a month 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. 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.

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 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 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 that may arise (i.e., fire, earthquake, lock down).

Suspensions and Expulsions for the School	2016-17	2017-18	2018-19
Suspensions Rate	7.8	6.5	19.7
Expulsions Rate	0.8	0.6	0.7

Suspensions and Expulsions for the District	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.7	8.2
Expulsions Rate	0.3	0.2	0.3

Suspensions and Expulsions for the State	2016-17	2017-18	2018-19
Suspensions Rate	3.6	3.5	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.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselor*	993.0

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	1.0
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

* 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	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	28	4	35		26	9	38		25	9	43	
Mathematics	29	4	28		28	6	29		24	16	31	
Science	30		33		31		31	1	31	1	33	
Social Science	30	2	31	1	29	2	33		26	7	31	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

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	2

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 2017-18 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$49,417	\$49,084
Mid-Range Teacher Salary	\$71,897	\$76,091
Highest Teacher Salary	\$96,141	\$95,728
Average Principal Salary (ES)	\$115,466	\$118,990
Average Principal Salary (MS)	\$121,240	\$125,674
Average Principal Salary (HS)	\$140,350	\$137,589
Superintendent Salary	\$179,747	\$230,096

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	36%	35%
Administrative Salaries	6%	6%

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

FY 2017-18 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6,753	\$449	\$6,305	\$75,646
District	N/A	N/A	\$9,266	\$77,881.00
State	N/A	N/A	\$7,506.64	\$78,059.00

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-38.0	-4.2
School Site/ State	-71.1	-6.1

Note: Cells with N/A values 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.

Types of Services Funded

Washington Intermediate 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.

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.