Washington Colony Elementary School

130 East Lincoln Ave. • Fresno, CA 93706-6043 • (559) 233-0706 • Grades K-8
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2013-14 School Accountability Report Card
Published During the 2014-15 School Year

Washington Colony Elementary School District
130 East Lincoln Ave.
Fresno
(559) 233-0706
www.washingtoncolony.k12.ca.us

District Governing Board

Mark Aguilar

Gary Chavez

Bob Dack

Liz Faccinto

Pete Mathew

District Administration

Craig Bowden
Superintendent

Craig Bowden
Superintendent/Principal

Gina Daniels
Assistant Principal

School Description

The Washington Colony Elementary School District was organized May 15, 1879. The first school was located in a small 20' x 20' building on the southwest corner of Elm and Washington (now American) Avenues. In 1880 a two room school building was constructed on property donated by the Easton-Eldridge Company on the south side of Lincoln Avenue, one block east of Elm. In 1889 this building was moved across the street: it became known as Easton Hall and served for a few years as a combination high school and grammar school. In the long tradition of Washington Colony, our school continues to occupy the Lincoln Avenue site. With the reorganization of our campuses in 1997, all kindergarten through fifth grade classrooms are located on the North campus, while all sixth through eighth grade classrooms occupy the South campus. Washington Colony Elementary has historically benefited from a tremendous amount of stability, family and community support, and solid educational programs.

Our mission, in partnership with students, parents, and community, is to deliver high quality learning experiences which promote lifelong success for all our students by providing educational choices consistent with our core values of a commitment to learning, and atmosphere of respect, community involvement, effective communication, and accountability.

District goals and programs are developed in accordance with the following set of core beliefs:
We believe:
- The school environment should be safe, respectful, loving, caring, and supportive.
- We should offer a positive learning environment and experiences that lead to success of our students.
- The school should provide a solid base of academics.
- All students should be challenged to their potential.
- Every student has a right to an education and every student has a responsibility for learning; this right can be forfeited by failure to accept this responsibility.
- Students, staff, and parents form a community of learners where learning never ends.
- In addition to educating children, the school serves the broader community with its facilities and resources.
- There is no "single" program or solution which will work for all students.
- Relevant curriculum leads to motivated students.
- In being respectful of cultural differences.

About the SARC

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control 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 http://www.cde.ca.gov/ta/ac/sa/.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents and community members should contact the school at (559) 233-0706.

2013-14 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kinder.	60
Gr. 1	39
Gr. 2	52
Gr. 3	47
Gr. 4	38
Gr. 5	43
Gr. 6	42
Gr. 7	59
Gr. 8	39
Total	419

2013-14 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.7
Asian	2.4
Filipino	0.0
Hispanic or Latino	88.8
Native Hawaiian/Pacific Islander	0.0
White	7.2
Two or More Races	1.0
Socioeconomically Disadvantaged	84.7
English Learners	33.4
Students with Disabilities	14.3

A. Conditions of Learning

State Priority: Basic
The SARC provides the following information relevant to the Basic State Priority (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 Colony Elementary School	12-13	13-14	14-15
Fully Credentialed	23	23	22
Without Full Credential	0	0	2
Teaching Outside Subject Area of Competence	0	0	0
Washington Colony Elementary School District	12-13	13-14	14-15
Fully Credentialed	♦	♦	22
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Colony Elementary	12-13	13-14	14-15
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2013-14 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.00	0.00
Districtwide		
All Schools	100.00	0.00
High-Poverty Schools	100.00	0.00
Low-Poverty Schools	0.00	0.00

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2014-15)

Textbooks and Instructional Materials Year and month in which data were collected: 9-8-14	
Core Curriculum Area	**Textbooks and Instructional Materials/Year of Adoption**
Reading/Language Arts The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0	Houghton Mifflin
Mathematics The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Hartcourt
Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Hartcourt
History-Social Science The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0	Scott Forsman

School Facility Conditions and Planned Improvements (Most Recent Year)

Note from Inspectors: The school is well maintained-you should be commended for your efforts from superintendent, administrators, certified and classified staff.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 9-4-14				
System Inspected	**Repair Status**			**Repair Needed and Action Taken or Planned**
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	[X]	[ ]	[ ]	
Interior: Interior Surfaces	[X]	[ ]	[ ]	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	[X]	[ ]	[ ]	
Electrical: Electrical	[X]	[ ]	[ ]	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	[X]	[ ]	[ ]	
Safety: Fire Safety, Hazardous Materials	[X]	[ ]	[ ]	
Structural: Structural Damage, Roofs	[X]	[ ]	[ ]	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	[X]	[ ]	[ ]	
Overall Rating	Exemplary	Good	Fair	Poor
	[X]	[ ]	[ ]	[ ]

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils 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 Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	11-12	12-13	13-14	11-12	12-13	13-14	11-12	12-13	13-14
Science	56	42	39	56	42	39	60	59	60

* Science (grades 5, 8, and 10) assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA). Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

STAR Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	10-11	11-12	12-13	10-11	11-12	12-13	10-11	11-12	12-13
ELA	45	47	41	45	47	41	54	56	55
Math	51	46	39	51	46	39	49	50	50
HSS	24	36	20	24	36	20	48	49	49

* STAR Program was last administered in 2012-13. 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.

Academic Performance Index Ranks - Three-Year Comparison			
API Rank	2010-11	2011-12	2012-13
Statewide	2	2	2
Similar Schools	3	4	3

* For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Grade Level	2013-14 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	26.2	26.2	26.2
7	23.6	20.0	43.6

* 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.

2013-14 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	39
All Student at the School	39
Male	34
Female	43
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	39
Native Hawaiian/Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	34
English Learners	8
Students with Disabilities	
Students Receiving Migrant Education Services	

* CAASPP includes science assessments (CSTs, CMA, and CAPA) in grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

API Growth by Student Group – Three-Year Comparison			
Group	Actual API Change		
	10-11	11-12	12-13
All Students at the School	5	12	-17
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino	19	17	-23
Native Hawaiian/Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged	5	34	-21
English Learners	8	3	-12
Students with Disabilities	-17	-19	3

* "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information

C. Engagement

State Priority: Parental Involvement
The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):
- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement
The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. Parents/Guardians are provided with meaningful opportunities at all grade levels for involvement in district and school activities: advisory, decision making, and advocacy roles; and activities to support learning at home. Additionally, parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program.

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

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

School Safety Plan
Safety of students and staff is a primary concern of Washington Colony School. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The District's Emergency Response Plan was reviewed in March 2014, and will continue to be updated as needed. As revisions are made they will be communicated to both classified and certificated staff. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. The District's Emergency Response Plan is available in the front office. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lockdown drills are held annually. Students are supervised before and after school by certificated and classified staff, and classified staff supervise students during lunch. There is a designated area for student drop off and pick up. Visitors must register immediately upon entering the school grounds when school is in session. A visible means of identification is provided for visitors while on school premises. In addition, during the 2014-2015 year staff will continue to be involved in training and and have provided feedback for the update.

Suspensions and Expulsions			
School	**11-12**	**12-13**	**13-14**
Suspensions Rate	9.1	5.9	5.0
Expulsions Rate	0.2	0.2	0.4
District	**11-12**	**12-13**	**13-14**
Suspensions Rate	9.1	5.9	5.0
Expulsions Rate	0.2	0.2	0.4
State	**11-12**	**12-13**	**13-14**
Suspensions Rate	5.7	5.1	4.4
Expulsions Rate	0.1	0.1	0.1

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

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.

2013-14 Adequate Yearly Progress Overall and by Criteria

AYP Criteria	School	District
Made AYP Overall	N/A	N/A
Met Participation Rate: English-Language Arts	N/A	N/A
Met Participation Rate: Mathematics	N/A	N/A
Met Percent Proficient: English-Language Arts	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A
Met API Criteria	N/A	N/A

2014-15 Federal Intervention Program

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2001-2002	2001-2002
Year in Program Improvement	Year 5	Year 5
Number of Schools Currently in Program Improvement		1
Percent of Schools Currently in Program Improvement		100.0

* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

Average Class Size and Class Size Distribution

	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
Grade	12	13	14	12	13	14	12	13	14	12	13	14
Kinder.	18	20	20	3	1	1	0	2	2	0	0	0
Gr. 1	25.9	20	25	0	2	0	2	0	2	0	0	0
Gr. 2	20.5	26	20	1	0	1	1	2	1	0	0	0
Gr. 3	19.25	23	25	1	0	0	1	2	2	0	0	0
Gr. 4	22.42	17	22	0	2	1	2	0	1	0	0	0
Gr. 5	19.17	20	16	2	1	2	0	1	0	0	0	0
Gr. 6	28.65	21	21	0	0	1	2	2	1	0	0	0
Other	8	11	8	2	1	1	0	0	0	0	0	0
English	21	23	26	0	2	0	4	2	4	0	0	0
Math	21.2	25	25	0	2	0	4	2	4	0	0	0
Science	21	25	25	0	2	0	4	2	4	0	0	0
SS	21	23	26	0	2	0	4	2	4	0	0	0

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

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	2
Other	0
Average Number of Students per Staff Member	
Academic Counselor	0

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

FY 2012-13 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	35223	$38,970
Mid-Range Teacher Salary	52406	$56,096
Highest Teacher Salary	68180	$71,434
Average Principal Salary (ES)		$91,570
Average Principal Salary (MS)		$97,460
Average Principal Salary (HS)		$99,544
Superintendent Salary		$107,071
Percent of District Budget		
Teacher Salaries	42	36
Administrative Salaries	8	7

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

FY 2012-13 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	8,017	$2829	$5188	$53104
District	◆	◆	5188	53104
State	◆	◆	$4,690	$57,931
Percent Difference: School Site/District			0.0	0.0
Percent Difference: School Site/ State			10.6	-8.3

Types of Services Funded at Washington Colony Elementary School
SES services are available.

Professional Development provided for Teachers at Washington Colony Elementary School
Staff member build teaching skills and concepts by participating in conferences and workshops throughout the year, then sharing their experiences and knowledge with district colleagues. Additionally, the district offers two days before the beginning of the school year and staff development through out the year where teachers are provided with a variety of professional growth opportunities in curriculum, teaching strategies, and methodologies. Topics for staff development include English Language Development, Research Based Instructional Strategies, Professional Learning Communities, and Common Core. Teachers are also receiving in class coaching.