

# Washington Colony Elementary School

## 2021-2022 School Accountability Report Card

(Published During the 2022-2023 School Year)



### 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 <https://www.cde.ca.gov/ta/ac/sa/>

For more information about the LCFF or the 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.

#### 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).

#### California School Dashboard



The California School Dashboard (Dashboard) <https://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.

## 2022-23 School Contact Information

<b>School Name</b>	Washington Colony Elementary School
<b>Street</b>	130 East Lincoln Ave.
<b>City, State, Zip</b>	Fresno, CA 93706-6043
<b>Phone Number</b>	(559) 233-0706
<b>Principal</b>	Jesus Cruz
<b>Email Address</b>	jesuscruz@washingtoncolony.org
<b>School Website</b>	washingtoncolony.org
<b>County-District-School (CDS) Code</b>	10625136007405

## 2022-23 District Contact Information

<b>District Name</b>	Washington Colony Elementary School District
<b>Phone Number</b>	(559) 233-0706
<b>Superintendent</b>	Mr. Jesus Cruz
<b>Email Address</b>	jesuscruz@washingtoncolony.org
<b>District Website Address</b>	www.washingtoncolony.org

## 2022-23 School Overview

The Washington Colony Elementary School District was organized on 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 the Washington Colony, our school continues to occupy the Lincoln Avenue site. With the reorganization of our campuses in 1997, all Transitional 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, ( all stakeholders) to deliver high-quality learning experiences that 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. Also to maximize all students' potential by providing opportunities that ensure intellectual and emotional growth, resulting in productive citizens and persons of character. Lastly, to provide personalized, evidence-based educational services for non-traditional learners in collaboration with families.

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, healthy, and supportive.
- we should offer a positive learning environment and experiences that lead to the 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.

## 2022-23 School Overview

- in being respectful of cultural differences.
- We are committed to preparing all students to be successful and responsible citizens who contribute and thrive in a diverse society.

## About this School

### 2021-22 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	60
Grade 1	45
Grade 2	33
Grade 3	49
Grade 4	58
Grade 5	52
Grade 6	53
Grade 7	49
Grade 8	65
Total Enrollment	464

## 2021-22 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.2
Male	49.8
American Indian or Alaska Native	0.4
Asian	2.2
Black or African American	0.9
Filipino	0.0
Hispanic or Latino	90.3
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.6
White	5.6
English Learners	36.0
Foster Youth	0.9
Homeless	1.7
Migrant	0.0
Socioeconomically Disadvantaged	82.1
Students with Disabilities	8.6

### 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

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.00	83.33	20.00	83.33	228366.10	83.12
<b>Intern Credential Holders Properly Assigned</b>	3.00	12.50	3.00	12.50	4205.90	1.53
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>	0.00	0.00	0.00	0.00	11216.70	4.08
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>	0.20	1.17	0.20	1.17	12115.80	4.41
<b>Unknown</b>	0.70	2.96	0.70	2.96	18854.30	6.86
<b>Total Teaching Positions</b>	24.00	100.00	24.00	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>						
<b>Intern Credential Holders Properly Assigned</b>						
<b>Teachers Without Credentials and Misassignments ("ineffective" under ESSA)</b>						
<b>Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)</b>						
<b>Unknown</b>						
<b>Total Teaching Positions</b>						

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.



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

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	
Local Assignment Options	0.20	
Total Out-of-Field Teachers	0.20	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

### 2021-22 Class Assignments

Indicator	2020-21	2021-22
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	
<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)	10.40	

2021-22 data was not included as part of the initial release of data on 1/13/23. The CDE has indicated that the data will be available after the 2/1/23 SARC deadline. The data will be populated when it is published by the CDE.

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

### 2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The district sets a high priority upon ensuring there are sufficient textbooks and materials to upon the district's instructional program. The district has a criteria and procedure for the adoption of all textbooks. The core materials provided for every student and are correlated to state content standards. The district has textbooks online as well in the classrooms for each student.

Year and month in which the data were collected 08/20/2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders K-5th,and HMH 6th -8th	Yes	0
<b>Mathematics</b>	Houghton Mifflin Expressions K- 5th and CPM 6th-8th	Yes	0
<b>Science</b>	Amplify TK-4 and Accelerated Learning Stemsscopes 5th-8th	Yes	0
<b>History-Social Science</b>	K-5 Social Studies Alive! California Series, and 6th-8th History Alive! The United States Through Industrialism, both are Teacher Curriculum Institute, TCI	Yes	0

## School Facility Conditions and Planned Improvements

The District takes great efforts to ensure the schools are clean, safe, and functional within the available resources. The District has established cleaning standards for all school facilities in assigning and inspecting custodial work. Food service and restroom facilities are given the highest priority on a daily basis to ensure the health and safety of students and staff. The Director of maintenance ensures that the work orders and repairs necessary to keep the school in good repair are completed in a timely manner. A work order process is used to ensure efficient service and the highest priority is given to emergency repairs. Each room is disinfected in the evening and high areas are cleaned daily by custodial staff.

**Year and month of the most recent FIT report**

08/20/2021

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			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			Paint Chipping of Fire House cover outside of Room 5
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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).
4. **College and Career Ready**  
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.

### 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 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 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 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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.

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.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	35	N/A	35	N/A	47
<b>Mathematics</b> (grades 3-8 and 11)	N/A	27	N/A	27	N/A	33

## 2021-22 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.

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.

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.

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.

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>	331	309	93.35	6.65	34.74
<b>Female</b>	165	157	95.15	4.85	37.18
<b>Male</b>	166	152	91.57	8.43	32.24
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	296	277	93.58	6.42	33.94
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	17	94.44	5.56	52.94
<b>English Learners</b>	111	106	95.50	4.50	13.21
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	261	243	93.10	6.90	32.51
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	28	87.50	12.50	0.00

## 2021-22 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.

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.

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.

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.

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>	331	311	93.96	6.04	27.01
<b>Female</b>	165	155	93.94	6.06	26.45
<b>Male</b>	166	156	93.98	6.02	27.56
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0.00	0.00	0.00
<b>Hispanic or Latino</b>	296	280	94.59	5.41	25.36
<b>Native Hawaiian or Pacific Islander</b>	0	0	0.00	0.00	0.00
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	18	16	88.89	11.11	50.00
<b>English Learners</b>	111	104	93.69	6.31	18.27
<b>Foster Youth</b>	--	--	--	--	--
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	261	248	95.02	4.98	27.82
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00
<b>Students with Disabilities</b>	32	29	90.63	9.37	3.45

## 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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Science</b> (grades 5, 8 and high school)	NT	11.82	NT	11.82	28.5	29.47

## 2021-22 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	116	110	94.83	5.17	11.82
<b>Female</b>	53	50	94.34	5.66	16
<b>Male</b>	63	60	95.24	4.76	8.33
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	--	--	--	--
<b>Black or African American</b>	--	--	--	--	--
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	107	102	95.33	4.67	11.76
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	--	--	--	--	--
<b>White</b>	--	--	--	--	--
<b>English Learners</b>	33	32	96.97	3.03	0
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	--	--	--	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	85	80	94.12	5.88	7.5
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	15	13	86.67	13.33	0

## 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.

#### 2021-22 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. Due to changes to the 2021-22 PFT administration, only participation results are required for these five fitness areas. 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	90.00%	91.80%	90.00%	84.00%	70.60%
Grade 7	95.00%	90.00%	90.80%	80.50%	80.00%
Grade 9	N/A	N/A	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.

#### 2022-23 Opportunities for Parental Involvement

Washington Colony is committed to engaging parents in their child's education. The core belief is that parents are our partners and are their children's first and life-long teachers', 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 the 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. Parents can also become a member of the ELAC, DELAC, School Site Council, and Parent Institute for Quality Education (PIQE). Washington Colony maintains active communication with the community. Teacher weekly, and district monthly newsletter, flyers, automatic calls to parents and staff, regarding any events taking place and any updated school events and calendars are sent home, also posted on our school website and Marquee of any school events. Washington Colony has an outreach to parents Parent Institute For Quality Education (PIQE) provides services with evidence-based programs that engage, empower and transform parents to actively engage in their children's education and strengthen parent-school collaboration. Washington Colony has a Parent Liaison that will provide a system of support in order to increase communication to all families, Lastly, Written communication is translated into Spanish for non-English -speaking parents, and translators are provided for non-English parents. The community and parental support and involvement are critical factors that influence the success or failure of any school.

In addition to organized parent groups and regular communication to stay informed, parents and families are invited to campus regularly to participate actively in the educational process. Washington Colony is proud of their family events, such as Back-To-School Literacy Art Family Night, Winter Holiday Programs, Open House, Spring Carnival, Spring Concert, & Year-End Celebration, that are warmly embrace by our families and school community. We feel fortunate to host events that bring our families and school staff together to form close relationships in settings outside the classroom.



## 2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	502	488	181	37.1
Female	250	242	98	40.5
Male	252	246	83	33.7
American Indian or Alaska Native	3	3	1	33.3
Asian	11	10	1	10.0
Black or African American	5	4	4	100.0
Filipino	0	0	0	0.0
Hispanic or Latino	450	438	165	37.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	3	3	1	33.3
White	30	30	9	30.0
English Learners	174	169	53	31.4
Foster Youth	6	5	2	40.0
Homeless	8	8	3	37.5
Socioeconomically Disadvantaged	407	399	149	37.3
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	55	54	25	46.3

## 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 February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 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 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.83	0.83	2.45
<b>Expulsions</b>	0.00	0.00	0.05

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
<b>Suspensions</b>	0.00	1.39	0.00	1.39	0.20	3.17
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.00	0.07

## 2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	1.39	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	2.78	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.67	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	10.00	0.00
<b>English Learners</b>	0.57	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	1.47	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	1.82	0.00

## 2022-23 School Safety Plan

The safety of students and staff is a primary concern of Washington Colony School. A COVID-19 student and parent handbook were developed to inform parents, teachers, students, and community members of procedures and protocols established relating to safety and health. The district held Active Shooting Training for all teachers and staff members. The district currently has a safety campus monitor, who patrols the school during school hours. The school is always in compliance with all laws, rules, and regulations pertaining to hazardous materials, fire drills, lock-downs, and state earthquake standards. The District's Emergency Response Plan is reviewed annually and revised, with all teachers, and staff, this plan is continued and reviewed throughout the school year. As revisions are made they are 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 and each teacher has an Emergency Response Plan in their classroom. Fire and disaster drills are conducted on a monthly basis throughout the school year. Lock-down drills are held bi-monthly throughout the school year. Students are supervised before and after school by certificated, and classified staff. Classified staff supervises students during lunch each classified staff monitors a section of the campus also has a radio with them during lunch supervision and after-school. There is a designated area for students to drop off and pick up. Visitors must register immediately upon entering the school grounds when school is in session. Security gates and cameras have been put at the kindergarten, elementary and middle school side, Each teacher and cafeteria door are locked during school hours A visible means of identification is provided for visitors while on school premises. In addition, during the 2022-2023 school year staff will continue to be involved in training and have provided feedback for the updates. The training was provided for all teachers and staff regarding COVID-19 safety and health by the school's county nurse. All teachers, staff, and administrations complete training on safety in the workplace, abuse reporting, COVID-19 protocols, and sexual harassment. The district currently has COVID-19 testing kits for district's families, teachers and staff. In current times, our school campus is not as accessible to parents and visitors as a typical school year. Every effort is being made to follow district, county, and state guidelines for health and safety. Washington Colony staff are committed to creating and maintaining a safe school environment.

## D. Other SARC Information Information Required in the SARC

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

### 2019-20 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3		
1	25		12	
2	26		12	
3	25		10	
4	22		14	
5	20	9	7	
6	19	14	6	4
Other	5	6		

## 2020-21 Elementary Average Class Size and Class Size Distribution

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

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	3		
1	16	12		
2	23	1	12	
3	26		10	
4	25		14	
5	23		16	
6	24		9	1
Other	5	6		

## 2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	20	2	1	
1	22		11	
2	16	12		
3	24		10	
4	29		14	
5	24	1	14	1
6	14	15	10	
Other	9	5	1	

## 2021-22 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	464

## 2021-22 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
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	1.0
<b>Library Media Teacher (Librarian)</b>	
<b>Library Media Services Staff (Paraprofessional)</b>	
<b>Psychologist</b>	
<b>Social Worker</b>	
<b>Nurse</b>	
<b>Speech/Language/Hearing Specialist</b>	
<b>Resource Specialist (non-teaching)</b>	
<b>Other</b>	

## 2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teacher 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
<b>School Site</b>	13,445.46	4,497.80	\$8,947.66	\$65,288.80
<b>District</b>	N/A	N/A	\$8,947.66	
<b>Percent Difference - School Site and District</b>	N/A	N/A	0.0	0.0
<b>State</b>	N/A	N/A	\$6,594	\$74,053
<b>Percent Difference - School Site and State</b>	N/A	N/A	30.3	-12.6



## 2021-22 Types of Services Funded

Washington Colony is pleased and proud to offer a variety of parent involvement opportunities that improve our overall program. Depending on the type of categorical funding Washington Colony may receive, district and school parent councils and committees are required under certain requirements and guidelines. Such advisory committees at Washington Colony includes: School Site Council (SSC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), School Advisory Committee (SAC), and Local Control Accountability Plan Public Forums (LCAP). We encourage all parents and guardians to become involved with their child's education at the classroom level, the schoolwide level. Each school's School Plan for Student Achievement (SPSA) describes the school's basic educational program and the categorical supplementary programs/services that are designed to support student achievement. Parental involvement is a necessary and vital part of developing the SPSA as well as our overall program. Local Control Accountability Plan (LCAP) Forums: Washington Colony develops an LCAP annually that works to better align the academic plan with the district expenditure plan that is approved by our Washington Colony Elementary Governing Board each year. Parents and other stakeholder groups are invited to participate in the development of the LCAP through participation of school and district committee meetings and community forums. District Meetings and Community Forums are exciting opportunities for all stakeholders and school committees to engage with the District and share their ideas on how Washington Colony can provide quality opportunities. Community participation and feedback in the forums will inform the District's LCAP's funding priorities over the next several years. These forums are designed to provide an opportunity for school communities to hear about Washington Colony Elementary's current efforts to support students and families and to provide input and feedback on future plans and opportunities.

together in teams to share new ideas to support identified groups and to plan for site engagement and implementation. The LCAP annually works to better align the academic plan with the district and students' achievement. Academic Intervention is addressed through After-school Program; Reading lab, Saturday School ( twice a month), Winter and Spring Academy, After-School Tutoring ELA/Math tutoring provided by credentialed teachers, a supplemental intervention summer school, ( 3 weeks) for those students who need academic support and intervention, enrichment opportunities, and supportive service to help the students meet state and local standard in core-content areas. The Reading Lab has a credential teacher, and part-time bilingual instructional aides for the purpose of closing reading gaps and to support at-risk English Learners, Lastly, the District's base/core curriculum program. Some children have special needs, not reflective of the general school population, that affect their success in the base/core programs. , Due to the students disability some special needs students require supplemental services and materials not generally provided through the base/core curriculum program. The needs of our children are identified, and supplemental services and materials are planned and targeted to meet their special needs. .

## 2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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/csl/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$46,844
Mid-Range Teacher Salary		\$73,398
Highest Teacher Salary		\$93,345
Average Principal Salary (Elementary)		\$116,457
Average Principal Salary (Middle)		\$122,115
Average Principal Salary (High)		
Superintendent Salary		\$136,296
Percent of Budget for Teacher Salaries	30%	30%
Percent of Budget for Administrative Salaries	6%	6%

## Professional Development

Washington Colony has ongoing professional development to help the staff by learning new strategies and techniques to best serve our students. The staff participates in on-site-in services, Zoom training, workshops, grade-level, and staff meetings, which are centered on the needs of all students here at Washington Colony and on assessment data. PLC's are done during music and PE time grade level teachers collaborate during this time to review assessment data or meet with ELA/ELD Coach or Fresno County Support Staff. Three days before school is in session and one day in the mid-year Professional Development is dedicated to teachers. The district focuses on professional development activities: Ongoing professional development helps our staff by learning new strategies and techniques to best serve our students. Keeping up to date on the latest educational research and best practices helps us grow as educators and allows us to respond appropriately to our students' needs. Washington Colony core areas of focus are Professional Learning Communities (PLC), Multi-Tiered System of Support (MTSS), Social-Emotional Support for Students, and Building Internal Coherence. As part of our Internal Coherence work, our staff is learning about justifying answers through written responses across the curriculum. We hope to refine that shared learning by developing a clear progression of justification skills from transitional kindergarten to eighth grade.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	21