

Washington Colony Elementary School

2023-2024 School Accountability Report Card (Published During the 2024-2025 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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

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.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

2024-25 School Contact Information

School Name	Washington Colony Elementary School
Street	130 East Lincoln Ave.
City, State, Zip	Fresno, CA 93706-6043
Phone Number	(559) 233-0706
Principal	Patricia Gaffney
Email Address	patriciagaffney@washingtoncolony.org
School Website	washingtoncolony.org
Grade Span	K-8
County-District-School (CDS) Code	10625136007405

2024-25 District Contact Information

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

2024-25 School Description and Mission Statement

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.

2024-25 School Description and Mission Statement

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. All of us see the relationship between school and home to be a key indicator of student success, and we strive to build strong relationships to provide a seamless system of support for our students. Our school staff welcomes parent and community participation through a variety of ways. While the SARC serves as a vehicle of communication, providing practical information relative to the educational programs at Washington Colony Elementary, we encourage our community to participate in our parent meetings and school events to be an active participant in the educational process.

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.
- 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

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
TK	15
Kindergarten	56
Grade 1	45
Grade 2	46
Grade 3	44
Grade 4	31
Grade 5	48
Grade 6	57
Grade 7	51
Grade 8	56
Total Enrollment	434

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.2
Male	52.8
American Indian or Alaska Native	0.5
Asian	3.5
Black or African American	0.7
Hispanic or Latino	90.8
Two or More Races	0.5
White	4.1
English Learners	31.6
Foster Youth	0.2
Homeless	0.5
Socioeconomically Disadvantaged	85
Students with Disabilities	7.6

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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.00	83.33	20.00	83.33	228366.10	83.12
Intern Credential Holders Properly Assigned	3.00	12.50	3.00	12.50	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	0.00	0.00	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.20	1.17	0.20	1.17	12115.80	4.41
Unknown/Incomplete/NA	0.70	2.96	0.70	2.96	18854.30	6.86
Total Teaching Positions	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
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	70.83	17.00	70.83	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	4.17	1.00	4.17	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.90	4.13	0.90	4.13	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	4.17	1.00	4.17	11953.10	4.28
Unknown/Incomplete/NA	4.00	16.67	4.00	16.67	15831.90	5.67
Total Teaching Positions	24.00	100.00	24.00	100.00	279044.80	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.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.60	90.13	21.60	90.13	231142.40	100.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.70	3.13	0.70	3.13	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.30	5.67	1.30	5.67	11746.90	4.23
Unknown/Incomplete/NA	0.20	1.04	0.20	1.04	14303.80	5.15
Total Teaching Positions	24.00	100.00	24.00	100.00	277698	100

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	2022-23
Permits and Waivers	0.00	0.90	0.7
Misassignments	0.00	0.00	0
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.90	0.7

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

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00	0
Local Assignment Options	0.20	0.00	1.3
Total Out-of-Field Teachers	0.20	1.00	1.3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	10.40	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Washington Colony sets a high priority upon ensuring there are sufficient textbooks and materials to support 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. Washington Colony continues to support the school with funding that allows for the purchase of supplementary instructional material for our students, including English learners in grades K-8th. The supplemental material is designed to accelerate pupils as rapidly as possible toward grade-level proficiency in the core subjects of English-language arts, math, social science and science. These supplemental materials are used in addition to the basic reading/language arts and other core materials provided for every student and are correlated to state content standards.

Year and month in which the data were collected 06/06/2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders K-5th, and HMH 6th -8th	Yes	0
Mathematics	Houghton Mifflin; Math Expressions K- 5th and CPM 6th-8th	Yes	0
Science	Amplify TK-4 and Accelerated Learning Stemsscopes 5th-8th	Yes	0
History-Social Science	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

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

School Facility Conditions and Planned Improvements

Washington Colony maintenance items are prioritized so that student and staff safety is not compromised. 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. Washington Colony hired a part-time custodian to focus on highest priority, the food services (cafeteria) 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 are complete in a timely manner. In 2022-2023, 2023-2024, and 2024-25 Washington Colony was not part of Williams Compliance verification was done by Washington Colony with Fresno County Superintendent of Schools (FCSS) . According to FCSS Washington Colony "was not included in our Williams list this year. That may change for next year but we are waiting for the updated list from the CDE. We will let you know if you are on the new list when it comes out."

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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			Paint Chipping of Fire House cover outside of Room 5
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

B. Pupil Outcomes

State Priority: Pupil Achievement

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

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

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.

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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	44	44	44	44	46	47
Mathematics (grades 3-8 and 11)	35	28	35	28	34	35

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	280	97.56	2.44	43.57
Female	147	143	97.28	2.72	53.15
Male	140	137	97.86	2.14	33.58
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	256	249	97.27	2.73	41.77
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	42.86
English Learners	64	60	93.75	6.25	6.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	246	239	97.15	2.85	42.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	25	96.15	3.85	4.00

2023-24 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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	287	278	96.86	3.14	27.70
Female	147	141	95.92	4.08	25.53
Male	140	137	97.86	2.14	29.93
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	54.55
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	256	248	96.88	3.12	27.02
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	13	92.86	7.14	23.08
English Learners	64	60	93.75	6.25	16.67
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	246	239	97.15	2.85	27.62
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	4.17

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.59	14.58	20.59	14.58	30.29	30.73

2023-24 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
All Students	99	96	96.97	3.03	14.58
Female	52	51	98.08	1.92	17.65
Male	47	45	95.74	4.26	11.11
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	84	81	96.43	3.57	13.58
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	--	--	--	--	--
English Learners	17	16	94.12	5.88	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	89	86	96.63	3.37	13.95
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2023-24 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. The administration of the PFT requires only participation results 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	NA	NA	NA	NA	NA
Grade 7	NA	NA	NA	NA	NA

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.

2024-25 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, Parent Institute for Quality Education (PIQE) and Parenting Partners (parent education opportunities). 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, Parent Conferences, Spring Carnival, Winter and 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. In addition, Washington Colony added this year a ParentSquare Communication Tool 2024-25. This ParentSquare Communication Tool will enhance parents home-school communication services as stated on the Local Control and Accountability Plan (LCAP) plan Goal 3 Action 3.2 Parent Engagement Communication, and Awareness of Chronic Absenteeism.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	471	454	93	20.5
Female	225	215	42	19.5
Male	246	239	51	21.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	16	16	0	0.0
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	425	410	89	21.7
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	20	20	4	20.0
English Learners	158	148	29	19.6
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	411	394	81	20.6
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	46	46	14	30.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.39	3.63	4.03	1.39	3.63	4.03	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0.4	0	0	0.4	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	4.03	0.00
Female	1.78	0.00
Male	6.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	6.25	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	3.76	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	5.00	0.00
English Learners	3.16	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	4.38	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	6.52	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The safety of students and staff is a primary concern of Washington Colony School. The Comprehensive Safe School Plan (CSPP) is reviewed annually and our staff and school site council approve the final document. The Safe School Plan was last updated and discussed with the school faculty in Fall 2024, it was board approved in November 2024 and reviewed with staff

2024-25 School Safety Plan

and teachers in November 2024. The key elements of the plan include monthly safety drills (fire, earthquake, lock-down drills) and crisis-intervention plans. To supplement the Safe School Plan, an Emergency Procedure Guide has been developed. The evaluate and practice all school emergency procedures and programs include steps for ensuring student and staff safety. In the event of a major school emergency, staff members would proceed to follow established plans and successfully evacuate all students from the site. Communications systems, emergency care provisions and community services have been well planned in the event of a serious site emergency. Students are involved in safe school programs dealing with bullies, drugs, healthy lifestyles, making good choices, Navigation 360 and PBIS. Washington Colony has a Threat Assessment Team/Student Wellness Team. This team is responsible for evaluating threats posed by students. The assistant principal, school counselor, school nurse, and school psychologists, are the members of this team. 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 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 teachers 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 2024-2025 school year staff will continue to be involved in training and have provided feedback for the updates. 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. All of these programs help make Washington Colony a safe and caring place for all individuals. In addition, The Board approved the 2024-25 Comprehensive School Safety Plan that includes the new emergency map with the new Kindergarten buildings, exit protocols for student with disabilities, new surveillance system with 44 cameras, the Health and Safety Protocols in place such as Fentanyl Awareness, and the Campus Safety Monitor services that include a mobile iPad for daily cameras monitoring and a security service golf car. The newly ACTVNET security system installed and Safety Agency Sublicense Agreement between the Safety Agency Fresno County Sheriff's Office and Washington Colony Elementary School District for the 2024-2027 school years. The entire WC Certificated and Classified Staff have received ACTVNET training on October 7, 2024.

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.

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	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	19	3		
1	25		12	
2	22	6	6	
3	18	10		
4	24	1	14	
5	29		14	
6	14	15	9	
Other	3	4		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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	21	1	1	
1	23		12	
2	23		12	
3	22		10	
4	15	14		
5	25		14	1
6	17	13	10	
Other	4	4		

2023-24 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	434

2023-24 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. The “Other” category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	.63
Psychologist	1
Social Worker	
Nurse	1
Speech/Language/Hearing Specialist	.4
Resource Specialist (non-teaching)	2
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 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
School Site	\$18,986.59	\$7,102.27	\$11,884.32	\$71,142.65
District	N/A	N/A	\$11,884.32	\$71,142.6
Percent Difference - School Site and District	N/A	N/A	0.0	0.0
State	N/A	N/A	\$10,771	\$79,413
Percent Difference - School Site and State	N/A	N/A	9.8	-11.0

Fiscal Year 2023-24 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), Parent Advisory Committee (PAC) for LCAP input 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 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 Districts LCAP funding priorities over the next several years. These forums are designed to provide an opportunity for school communities to hear about Washington Colony Elementary 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; Intervention Reading lab, Saturday School (three times 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 Intervention Reading Lab has a credential teacher, and three 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. Categorical funds are to be used to provide the financial support to meet these special needs. The goal of Washington Colony staff , teachers and administration is to create and maintain the best educational positive environment possible.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary		\$51,352
Mid-Range Teacher Salary		\$80,424
Highest Teacher Salary		\$103,442
Average Principal Salary (Elementary)		\$124,852
Average Principal Salary (Middle)		\$135,030
Average Principal Salary (High)		
Superintendent Salary		\$145,237
Percent of Budget for Teacher Salaries	26%	26%
Percent of Budget for Administrative Salaries	5%	6%

Professional Development

Washington Colony staff development is an integral component for improving student achievement. Extensive time and effort has been put into training on math, reading and comprehension strategies, structured engagement, and English language development. Professional development is based on student, teacher and district needs and programs. Washington Colony focuses trainings and staff development around the assessed needs of students and teachers. The teachers is actively engaged in on-site staff training sessions each month and can elect to attend additional trainings that are offered, ranging from classroom technology use to lesson design. Professional conferences and Fresno County Superintendent of Schools, trainings are also made available for teachers and staff. The focus at TK - 8th grade this year includes social/ emotional support for staff and students. Washington Colony implements Beginning Teacher Support and Assessment (BTSA) connects a beginning teacher with a veteran teacher for mentoring and guidance. Support providers commit to providing service to a new teacher for two years in order to help the incoming staff member be successful for students. In order to monitor and assess the effectiveness of professional development, teachers are observed formally and informally in the classroom. Reflective conversations take place between teachers, and administration during formal observation. Ultimately, student performance data communicates the overall effectiveness of professional development opportunities offered and applied. The district focused all professional development activities are: first time best instruction, mastery learning, multi-tiered system of supports, implementation of the California Content Standards, Social and Emotional Support, Special Education training, Universal Prekindergarten (TK teacher only), NGSS Standards, and culturally relevant understanding. In August 2024, before school started (2024-2025 school year) the district dedicated three days of professional development for certificated staff and one day in October for ELD PD for grades TK-8. Teachers are offered professional development opportunities on staff development days, substitute release days, and on early release days. Washington Colony has ongoing professional development to help the staff by learning new strategies and techniques to best serve our students. PLC's are done during music and PE time grade level teachers collaborate during this time to review assessment data, data chats with Learning Director or meet with Fresno County Support Staff. 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. 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	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	21	23	24