Washington Colony Elementary School

2024-2025 School Accountability Report Card
(Published During the 2025-2026 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.

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/.

2025-26 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	Sabrina Green
Email Address	sabrinagreen@washingtoncolony.org
School Website	washingtoncolony.org
Grade Span	K-8
County-District-School (CDS) Code	10625136007405

2025-26 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

2025-26 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. Washington Colony Elementary has historically benefited from a tremendous amount of stability, family and community

2025-26 School Description and Mission Statement

support, and solid educational programs.

Our mission, in partnership with students, parents, and community, is 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

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	50
Grade 1	40
Grade 2	43
Grade 3	50
Grade 4	47
Grade 5	33
Grade 6	47
Grade 7	55
Grade 8	49
Total Enrollment	414

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.1
Male	51.9
American Indian or Alaska Native	0.2
Asian	3.6
Black or African American	0.2
Hispanic or Latino	91.1
Two or More Races	1
White	3.9
English Learners	29.7
Foster Youth	0.5
Homeless	0.2
Socioeconomically Disadvantaged	88.4
Students with Disabilities	9.7

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.

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	70.83	17	70.83	234405.2	84
Intern Credential Holders Properly Assigned	1	4.17	1	4.17	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.9	4.13	0.9	4.13	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1	4.17	1	4.17	11953.1	4.28
Unknown/Incomplete/NA	4	16.67	4	16.67	15831.9	5.67
Total Teaching Positions	24	100	24	100	279044.8	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.

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)	21.6	90.13	21.6	90.13	231142.4	83.24
Intern Credential Holders Properly Assigned	0	0	0	0	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.7	3.13	0.7	3.13	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.3	5.67	1.3	5.67	11746.9	4.23
Unknown/Incomplete/NA	0.2	1.04	0.2	1.04	14303.8	5.15
Total Teaching Positions	24	100	24	100	277698	100

Note: The data in this table is based on 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.

2023-24 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)	18	75	18	75	230039.4	100
Intern Credential Holders Properly Assigned	0.9	4.13	0.9	4.13	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	5	20.83	5	20.83	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0	0	0	0	12112.8	4.34
Unknown/Incomplete/NA	0	0	0	0	13705.8	4.91
Total Teaching Positions	24	100	24	100	278927.1	100

Note: The data in this table is based on 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	2021-22	2022-23	2023-24
Permits and Waivers	0.90	0.7	0
Misassignments	0.00	0	5
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	0.90	0.7	5

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

Indicator	2021-22	2022-23	2023-24
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0	0
Local Assignment Options	0.00	1.3	0
Total Out-of-Field Teachers	1.00	1.3	0

Class Assignments

Indicator	2021-22	2022-23	2023-24
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0	22.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	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.

2025-26 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Washington Colony Elementary School continues to place a high priority on ensuring that every student has access to high-quality, standards-aligned instructional materials in all core subject areas. The district maintains a formal process for the adoption, review, and replacement of all instructional materials to ensure alignment with California State Content Standards and instructional best practices.

All students in grades TK–8 are provided with district-adopted core textbooks and instructional materials in English Language Arts, Mathematics, Science, and History-Social Science, including both physical and digital resources. Materials are available for student use in classrooms and at home through district-supported online platforms, ensuring continuity of instruction and equitable access to learning tools.

Washington Colony School District allocates funding annually to support the purchase of supplemental instructional materials to meet the diverse academic needs of students, including English Learners, students with disabilities, and students who require additional academic support or enrichment. These supplemental materials are selected to strengthen foundational skills, accelerate learning, and support grade-level mastery in literacy, mathematics, science, and social science.

Supplemental instructional resources are used in conjunction with core curriculum to provide targeted intervention, language development, and differentiated instruction. All materials, core and supplemental, are aligned to state standards and are designed to support student achievement, engagement, and readiness for college and career pathways.

Through this systematic approach to instructional materials, Washington Colony ensures that all students have the tools they need to fully access the curriculum and succeed academically.

Year and month in which the data were collected	06/05/2025

Subject	List of Textbooks and Other Instructional Materials / Indicate if from Most Recent Adoption / Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Wonders K-5th,and HMH 6th -8th	0
Mathematics	Houghton Mifflin; Math Expressions K- 5th and CPM 6th-8th	0
Science	Amplify TK-4 and Accelerated Learning Stemscopes 5th-8th	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	0

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

School Facility Conditions and Planned Improvements

Washington Colony Elementary School prioritizes the maintenance and operation of school facilities to ensure a safe, clean, and functional learning environment for all students and staff. The District is committed to providing well-maintained facilities within available resources and takes proactive steps to address safety, cleanliness, and operational needs across the campus.

The District has established custodial and maintenance standards that guide daily cleaning, inspection, and repair processes. Custodial services are assigned according to these standards, with high-priority attention given to restrooms, cafeteria, and food service areas to protect student health and safety. Washington Colony employs custodial staff to provide daily site coverage, including targeted support for high-traffic and high-use areas.

The District's Director of Maintenance oversees the facilities work order system and ensures that maintenance requests are reviewed, prioritized, and completed in a timely manner. This system allows the school to respond efficiently to facility needs and ensures that campus conditions remain safe and conducive to learning.

Williams compliance is monitored through local verification and oversight in coordination with the Fresno County Superintendent of Schools (FCSS). During the 2022–23, 2023–24, 2024–25, and 2025–26 school years, Washington Colony was not selected for a formal Williams compliance visit; however, internal reviews and county collaboration ensure ongoing compliance with facility, instructional materials, and teacher assignment requirements.

Through these processes, Washington Colony maintains a learning environment that supports student well-being, staff effectiveness, and high-quality instruction.

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 Assessments 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.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts/Literacy (grades 3-8 and 11)	44	42	44	42	47	48
Mathematics (grades 3-8 and 11)	28	27	28	27	35	37

2024-25 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	286	286	100.00	0.00	41.61
Female	147	147	100.00	0.00	50.34
Male	139	139	100.00	0.00	32.37
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	257	257	100.00	0.00	40.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	53.33
English Learners	72	72	100.00	0.00	15.28
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	257	100.00	0.00	38.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	12.50

2024-25 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	285	284	99.65	0.35	26.76
Female	147	146	99.32	0.68	26.71
Male	138	138	100.00	0.00	26.81
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	256	255	99.61	0.39	25.88
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	15	15	100.00	0.00	53.33
English Learners	71	71	100.00	0.00	14.08
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	257	256	99.61	0.39	26.17
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	32	32	100.00	0.00	6.25

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 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
Science (grades 5, 8 and high school)	14.58	23.17	14.58	23.17	30.73	32.52

2024-25 CAASPP Test Results in Science by Student Group

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

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	82	82	100.00	0.00	23.17
Female	40	40	100.00	0.00	22.50
Male	42	42	100.00	0.00	23.81
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	75	75	100.00	0.00	22.67
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	72	72	100.00	0.00	20.83
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.

2024-25 California Physical Fitness Test Participation Rates

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	90	90	90	90	90
Grade 7	82	91	87	87	85

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.

2025-26 Opportunities for Parental Involvement

Washington Colony is committed to actively engaging parents in their children's education. We believe that parents are our partners and their children's first and lifelong teachers. Parent involvement plays a critical role in student achievement and in fostering a positive and supportive school environment.

Parents and guardians are provided with meaningful opportunities for involvement at all grade levels through district- and school-wide activities, including advisory, decision-making, and advocacy roles, as well as activities designed to support learning at home. Parents are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. Opportunities for leadership include membership on the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and the School Site Council.

Washington Colony maintains active and ongoing communication with families via weekly bulletins, flyers, and automated calls to inform parents and staff of school events, updates, and calendar changes. Information is shared through multiple platforms, including the school website, ParentSquare, and the school marquee.

The district partners with the Parent Institute for Quality Education (PIQE), which provides evidence-based programs that engage, empower, and support parents in becoming active participants in their children's education while strengthening parent-school collaboration. Additionally, Washington Colony employs a Parent Liaison who provides a system of support to enhance communication and outreach to all families.

To ensure accessibility, written communications are translated into Spanish for non-English-speaking families, and translation services are provided for meetings and events as needed. The district recognizes that strong community and parental involvement are critical factors in the success of any school.

Beyond organized parent groups and regular communication, families are invited to campus throughout the year to actively participate in the educational process. Washington Colony proudly hosts family-centered events such as Back-to-School Night, Family Literacy and Art Night, Winter Programs, Open House, Parent Conferences, Spring Carnival, Winter and Spring Concerts, and Year-End Celebrations. These events are well attended and foster strong relationships between families and

2025-26 Opportunities for Parental Involvement

school staff in welcoming environments outside the classroom.

Families are encouraged to contact the school office at (559) 233-0706 for information regarding parent engagement opportunities and volunteer applications. The school office is open Monday through Friday, 7:30 a.m. to 4:00 p.m.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Dropout Rate	0	0	0	0	0	0	8.2	8.9	8
Graduation Rate							86.2	86.4	87.5

2024-25 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2023-24 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	0.0	0.0	0.0
Female	0.0	0.0	0.0
Male	0.0	0.0	0.0
Non-Binary	0.0	0.0	0.0
American Indian or Alaska Native	0.0	0.0	0.0
Asian	0.0	0.0	0.0
Black or African American	0.0	0.0	0.0
Filipino	0.0	0.0	0.0
Hispanic or Latino	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	0.0	0.0	0.0
Two or More Races	0.0	0.0	0.0
White	0.0	0.0	0.0
English Learners	0.0	0.0	0.0
Foster Youth	0.0	0.0	0.0
Homeless	0.0	0.0	0.0
Socioeconomically Disadvantaged	0.0	0.0	0.0
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	0.0	0.0	0.0

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at https://www.cde.ca.gov/ds/ad/acgrinfo.asp.

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 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	442	432	82	19.0
Female	212	208	39	18.8
Male	230	224	43	19.2
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	14	14	2	14.3
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	403	395	79	20.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	18	17	0	0.0
English Learners	133	131	22	16.8
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	391	383	70	18.3
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	45	44	15	34.1

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 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
3.63	4.03	1.81	3.63	4.03	1.81	3.6	3.28	2.94

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.

This table displays expulsions data.

Expulsions								
School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
0.4	0	0	0.4	0	0	0.08	0.07	0.06

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 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.81	0.00
Female	0.47	0.00
Male	3.04	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.99	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.50	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.22	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.

2025-26 School Safety Plan

The safety of students and staff is a primary priority at Washington Colony School. The district maintains a Comprehensive School Safety Plan (CSSP), which is reviewed annually by staff and approved by the School Site Council and the Board of Trustees. The plan was most recently updated and reviewed with school staff in Fall 2025 and will receive Board approval by March 2026.

Key components of the Comprehensive School Safety Plan include monthly safety drills (fire, earthquake, and lockdown drills) and clearly defined crisis intervention procedures. To further support emergency preparedness, an Emergency Procedures Guide has been developed and is used to evaluate and practice all school emergency procedures. These plans outline specific steps to ensure the safety of students and staff during emergencies. In the event of a major school emergency, staff members follow established protocols to safely and effectively evacuate students. Communication systems, emergency medical response procedures, and coordination with community services are well established.

Washington Colony provides students with instruction and support through safe school programs addressing bullying prevention, substance abuse awareness, healthy lifestyles, positive decision-making, Navigation 360, and Positive Behavioral Interventions and Supports (PBIS). The school also maintains a Threat Assessment Team/Student Wellness Team responsible for evaluating and responding to potential threats. Team members include the principal, school counselor, school nurse, and school psychologist.

The district employs a Campus Safety Monitor who patrols the campus during school hours. Washington Colony remains in compliance with all applicable laws, rules, and regulations related to hazardous materials, fire drills, lockdown procedures, and state earthquake safety standards.

The District Emergency Response Plan is reviewed and updated annually and shared with all certificated and classified staff. Revisions are communicated throughout the school year as needed. Copies of the Emergency Response Plan are available in the school office, and each classroom maintains an Emergency Response Plan. Fire and disaster drills are conducted monthly, and lockdown drills are conducted bi-monthly throughout the school year.

Students are supervised before and after school by certificated and classified staff. During lunch and after-school supervision, classified staff are assigned to designated campus areas and equipped with radios to maintain communication. Designated student drop-off and pick-up areas are in place to support traffic safety. All visitors are required to register upon entering campus during school hours and are provided with visible identification. Security gates and surveillance cameras are installed at the kindergarten, elementary, and middle school areas. All classroom and cafeteria doors remain locked during school hours.

During the 2025–2026 school year, staff continued to participate in safety-related training and provided feedback to support ongoing updates to safety procedures. All teachers, staff, and administrators complete required training related to workplace safety, child abuse reporting, and sexual harassment prevention.

The Board of Trustees approved the 2025–2026 Comprehensive School Safety Plan, which includes emergency maps and exit protocols for students with disabilities, a newly installed surveillance system with 44 cameras, updated health and safety protocols including Fentanyl Awareness, and enhanced Campus Safety Monitor services. These services include mobile iPad access for daily camera monitoring and a security golf cart for campus patrols. Additionally, the district installed the ACTVNET security system and entered into a Safety Agency Sublicense Agreement with the Fresno County Sheriff's Office for the 2024–2027 school years. All certificated and classified staff received ACTVNET training in August 2025.

Collectively, these programs and procedures help ensure that Washington Colony remains a safe, secure, and caring environment for all students, staff, and visitors.

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.

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	0	0
1	25	0	12	0
2	22	6	6	0
3	18	10	0	0
4	24	1	14	0
5	29	0	14	0
6	14	15	9	0
Other	3	4	0	0

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	0
1	23	0	12	0
2	23	0	12	0
3	22	0	10	0
4	15	14	0	0
5	25	0	14	1
6	17	13	10	0
Other	4	4	0	0

2024-25 Elementary Average Class Size and Class Size Distribution

This table displays the 2024-25 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	18	2		
1	20	6	6	
2	21	6	6	
3	18	4	10	
4	23		14	
5	16	16		
6	14	15	8	
Other	4	5		

2024-25 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

2024-25 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)	.625
Psychologist	1.0
Social Worker	
Nurse	1.0
Speech/Language/Hearing Specialist	.33
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2023-24 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2023-24 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	$21,512.40	$6,489.47	$15,022.92	$69,150.30
District	N/A	N/A	$15,022.92	$75,076
Percent Difference - School Site and District	N/A	N/A	0.0	-8.2
State	N/A	N/A	$11,146	$85,291
Percent Difference - School Site and State	N/A	N/A	29.6	-20.9

Fiscal Year 2024-25 Types of Services Funded

Washington Colony Elementary School is committed to fostering meaningful parent and community involvement as an essential component of student success. Families are encouraged to take an active role in their child's education through classroom participation, school activities, and engagement in school and district advisory committees.

Depending on categorical funding requirements, Washington Colony maintains several parent and stakeholder advisory groups to support shared decision-making and continuous school improvement. These include the School Site Council (SSC), District English Learner Advisory Committee (DELAC), District Advisory Committee (DAC), School Advisory Committee (SAC), and Parent Advisory Committee (PAC). These committees provide input on instructional programs, student supports, and the allocation of supplemental and concentration funds.

Parents and community members also participate in the development of the School Plan for Student Achievement (SPSA) and the Local Control Accountability Plan (LCAP). The SPSA outlines the school's instructional priorities and targeted services designed to improve student achievement, while the LCAP aligns district goals, actions, and expenditures with the needs of students and families. Through LCAP public forums, committee meetings, and community engagement opportunities, stakeholders are invited to provide feedback that directly informs district and schoolwide planning and funding priorities.

Washington Colony offers a wide range of academic intervention and enrichment programs designed to support students in meeting state and local academic standards. These include an after-school program, an Intervention Reading Lab staffed by a credentialed teacher and bilingual instructional aides, Saturday School, Winter and Spring Academies, after-school tutoring in English Language Arts and Mathematics, and a supplemental summer school program for students who need additional academic support.

In addition to the district's core instructional program, Washington Colony provides supplemental services and materials to meet the needs of English Learners, students with disabilities, and other students requiring targeted support. These services are planned based on student data and are funded through categorical and supplemental programs to ensure equitable access to learning and progress toward grade-level standards.

The goal of Washington Colony's staff, teachers, and administration is to work in partnership with families to create and maintain a positive, inclusive, and high-quality learning environment where all students can thrive academically, socially, and emotionally.

Fiscal Year 2023-24 Teacher and Administrative Salaries

This table displays the 2023-24 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	$54,467	$55,248
Mid-Range Teacher Salary	$80,387	$80,746
Highest Teacher Salary	$101,671	$109,655
Average Principal Salary (Elementary)	$117,587	$133,828
Average Principal Salary (Middle)		$142,253
Average Principal Salary (High)		
Superintendent Salary	$152,181	$155,954
Percent of Budget for Teacher Salaries	25.05%	25.26%
Percent of Budget for Administrative Salaries	4.64%	6.12%

Professional Development

Washington Colony Elementary School views professional learning as a critical driver of student achievement and instructional excellence. Staff development is strategically designed around student performance data, teacher needs, and district priorities to ensure continuous improvement in teaching and learning across grades TK–8.

Professional development focuses on high-impact instructional practices in English Language Arts, mathematics, English Language Development (ELD), and science, as well as structured student engagement, mastery learning, and multi-tiered systems of support (MTSS). Additional emphasis is placed on social-emotional learning, culturally responsive practices, special education, Universal Prekindergarten (TK), and the implementation of the California Content Standards and Next Generation Science Standards (NGSS).

Prior to the start of the 2025–26 school year, certificated staff participated in three full days of districtwide professional development, with an additional ELD-focused professional learning day provided in October. Throughout the year, teachers participate in ongoing professional learning through staff development days, early-release days, substitute-release opportunities, site-based trainings, and county-sponsored workshops through the Fresno County Superintendent of Schools.

Washington Colony supports beginning teachers through a structured induction and mentoring program, pairing new teachers with experienced mentors to provide guidance, coaching, and instructional support. This two-year support model helps ensure that new teachers are successful and confident in meeting the needs of students.

Teachers collaborate regularly in Professional Learning Communities (PLCs) during scheduled collaboration time, including during music and physical education rotations. PLCs focus on reviewing assessment data, identifying student needs, planning instruction, and participating in data chats with the Learning Director and county support staff. This collaborative structure ensures instruction remains aligned, responsive, and results-driven.

To monitor the effectiveness of professional development, teachers are observed formally and informally, followed by reflective conversations with site administration. Student achievement data, classroom practices, and instructional outcomes are used to evaluate the impact of professional learning and guide future training.

As part of the district's Internal Coherence initiative, staff are engaged in developing consistent expectations for written justification and reasoning across all grade levels and content areas. This work supports a clear progression of academic discourse and critical thinking skills from Transitional Kindergarten through eighth grade.

Through this comprehensive system of professional learning, Washington Colony ensures that staff are equipped with the skills, strategies, and support needed to provide high-quality instruction and meet the diverse needs of all learners.

Professional Development

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

Subject	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	23	24	24