Washington Intermediate 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 Intermediate School
Street	1150 N. Hayes Ave.
City, State, Zip	Dinuba, CA 93618
Phone Number	(559) 595-7252
Principal	Chrystle Munoz
Email Address	chrystle.munoz@dinuba.k12.ca.us
School Website	washington.dinuba.k12.ca.us
Grade Span	7-8
County-District-School (CDS) Code	54-75531-6053995

2025-26 District Contact Information

District Name	Dinuba Unified School District
Phone Number	(559) 595-7200
Superintendent	Marti Kochevar
Email Address	MKochevar@dinuba.k12.ca.us
District Website	dinuba.k12.ca.us

2025-26 School Description and Mission Statement

Mission Statement:

"Working together to ensure students have opportunities to acquire the knowledge and skills necessary for future success and "Together Building a P.L.A.N."

*Prepare for College or Career
*Lead by Example
*Academic Excellence

2025-26 School Description and Mission Statement

*Navigate Toward the DHS G.O.A.L.

Vision Statement:

"The Washington Intermediate School vision is to end generational poverty by providing engaging and meaningful instruction to ensure our students are high school, college, and career ready."

A Message from the Principal:

Welcome to Washington Intermediate. As the principal of WIS, I feel very proud to be working alongside such a fantastic group of teachers, staff, parents and most importantly terrific students. It is the goal of our staff to create connections for student success at Washington Intermediate School.

The two years of middle school are a special and exciting time as well as a little challenging. Incoming 7th graders must not only familiarize themselves with a new school, but a new schedule, the change from working with a single teacher to working with many teachers. Washington Intermediate will do their best to help make this a seamless transition for all student. During middle school, students become more aware of who they are and begin to identify specific values and interests that will be important to them for a lifetime. It is the task of the WIS staff to challenge all students to set their goals high and to provide opportunities to grow in a positive direction. Our WIS Vision is to provide engaging and meaningful instruction that ensures our students are high school, college, and career ready.

This document will provide valuable information regarding the opportunities offered to our students and their parents. I encourage you to take advantage of all the opportunities at our school. I would also encourage our students to become involved in the extra and co-curricular activities that interest them. Being involved in school activities will make their middle school experience even more enjoyable. I strongly encourage parents and guardians to get involved in their child's education through the various school committees, school events, and various parent meetings that will take place throughout the school year and especially by simply checking in with your student daily through conversation. I look forward to the strong partnership that we can create to ensure that your child's middle school years are successful.

I look forward to an exciting, meaningful and successful school year for the Washington Intermediate community. Please do not hesitate to contact myself and/or any of our administrators if you should have any questions. We are committed to providing you and your child with a positive and memorable experience here at Washington Intermediate.

Chrystle Munoz

Principal, Washington Intermediate

(559) 595-7252

About this School

2024-25 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 7	486
Grade 8	430
Total Enrollment	916

2024-25 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.6
Male	50.4
American Indian or Alaska Native	1
Asian	0.8
Black or African American	0.3
Filipino	0.7
Hispanic or Latino	92.2
White	4.9
English Learners	27.2
Foster Youth	0.1
Homeless	2.5
Migrant	4
Socioeconomically Disadvantaged	81.7
Students with Disabilities	6.6

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.

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)	32.2	69.38	225	80.95	234405.2	84
Intern Credential Holders Properly Assigned	6.5	13.97	13.1	4.71	4853	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.5	3.22	4.1	1.5	12001.5	4.3
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	3.9	8.4	14.1	5.08	11953.1	4.28
Unknown/Incomplete/NA	2.3	5.01	21.5	7.76	15831.9	5.67
Total Teaching Positions	46.5	100	277.9	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)	32.7	70.55	227	81.84	231142.4	83.24
Intern Credential Holders Properly Assigned	5.5	11.85	11.6	4.21	5566.4	2
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	1.6	3.58	5.9	2.15	14938.3	5.38
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	5.4	11.83	15.4	5.58	11746.9	4.23
Unknown/Incomplete/NA	1	2.15	17.2	6.21	14303.8	5.15
Total Teaching Positions	46.4	100	277.4	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)	32.4	74.39	227.7	82.45	230039.4	100
Intern Credential Holders Properly Assigned	4.4	10.12	11.5	4.17	6213.8	2.23
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.7	1.72	4.4	1.61	16855	6.04
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	4.9	11.45	16.8	6.1	12112.8	4.34
Unknown/Incomplete/NA	1	2.29	15.6	5.66	13705.8	4.91
Total Teaching Positions	43.5	100	276.1	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	1.00	0.8	0
Misassignments	0.50	0.8	0.7
Vacant Positions	0.00	0	0
Total Teachers Without Credentials and Misassignments	1.50	1.6	0.7

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	0.00	1	0.9
Local Assignment Options	3.90	4.4	3.9
Total Out-of-Field Teachers	3.90	5.4	4.9

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)	0.9	1.8	1.9
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 Intermediate School has adopted Study Sync/ McGraw hill (5/2023) for English Language Arts. The Science adoption is Stemscopes-Online Edition through Accelerate Learning (2018). Illustrative Mathematics is the adopted text for Math (5/2018). History 8th - Social Studies has adopted HSS Impact United States History and Geography Growth and Conflict from McGraw-Hill (2018). Social Studies 7th Medieval and Early Modern Times. Core curriculum is state adopted and board approved. Students have access to core textbooks from the library. Each student receives a Chromebook where all core text materials are available on line. All students have access to the library and computer labs if additional resources are required.

The Williams legislation calls for schools to have enough books in core classes for all students. The law also asks districts to reveal whether those books are presenting what the California content standards calls for. All adopted text books are aligned with state standards for each content area. Williams inspection was completed in August of 2024.

Year and month in which the data were collected	8/2020

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	7-8 Study Sync, McGraw-Hill, Adopted May 2023- ELA 7-8 English 3D, Houghton Mifflin, Adopted June 2022- ELD	0
Mathematics	7-8 Open Up Resources, Illustrative Mathematics, Adopted May 2018	0
Science	7-8 Stemscopes - Online C7-8, California Edition, Adopted May 2016	0
History-Social Science	7-8 California Impact, History-Social Science, McMillan, Adopted May 2018	0
Foreign Language	N/A	
Health	N/A	

Visual and Performing Arts	N/A	

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

School Facility Conditions and Planned Improvements

Washington Intermediate School was built in 1964. The school takes great efforts to ensure a safe, clean, and functional physical environment for students, staff, and volunteers. Sufficient space is provided for students and staff to support teaching and learning. This includes space provided by classrooms, gym use, and staff work rooms. To assist our school in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the district office. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal. Site custodians and district maintenance staff maintain the buildings and campus. To ensure that we maintain a healthy and safe learning environment, training in general maintenance procedures is provided on a routine basis for site staff, custodians and maintenance teams.

Maintenance and Repair:

District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority.

In 2021, our main quad area in front of the stage received renovation by having the aging planters and cement removed and replaced with an all cement surface with proper drainage. A student shade structure was built for the main quad area, which provides for cover during hot and inclement weather. Various drainage areas were addressed by adding cement to improve the walkways.

Year and month of the most recent FIT report	7/31/2025

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			CAFETERIA: some light bulbs out (submitted work order) floor has some cracks & baseboard broken GIRLS RR: soap dispensers missing, hole in the ceiling KITCHEN: ceiling tiles old, dingy SL2: new flooring has lots of stains from chairs being dragged, stained ceiling tiles (work order submitted)
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			B2: unapproved curtains being used B3: has an unapproved area rug C6: electrical panel blocked, microwave not plugged directly into the wall G5 COUNTY CLASS: outlet cover missing & electrical panel is blocked GYM: light out in snack bar area (work order submitted), AD office needs to be clean to have a clear pathway LIBRARY: stained ceiling tiles (work order submitted), unapproved area rug being used

School Facility Conditions and Planned Improvements

				LRC4: unapproved area rugs being used TBIRD ROOM: emergency lights not working
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)	43	51	47	50	47	48
Mathematics (grades 3-8 and 11)	19	26	29	31	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	929	905	97.42	2.58	50.94
Female	464	452	97.41	2.59	55.97
Male	465	453	97.42	2.58	45.92
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	855	831	97.19	2.81	50.42
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--

White	48	48	100.00	0.00	58.33
English Learners	251	236	94.02	5.98	10.17
Foster Youth	--	--	--	--	--
Homeless	25	23	92.00	8.00	43.48
Military	0	0	0	0	0
Socioeconomically Disadvantaged	829	807	97.35	2.65	49.19
Students Receiving Migrant Education Services	40	35	87.50	12.50	37.14
Students with Disabilities	63	56	88.89	11.11	8.93

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	929	915	98.49	1.51	25.79
Female	464	459	98.92	1.08	22.66
Male	465	456	98.06	1.94	28.95
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	855	841	98.36	1.64	25.09
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	48	48	100.00	0.00	33.33
English Learners	251	247	98.41	1.59	4.45
Foster Youth	--	--	--	--	--
Homeless	25	24	96.00	4.00	4.17
Military	0	0	0	0	0

Socioeconomically Disadvantaged	829	817	98.55	1.45	24.72
Students Receiving Migrant Education Services	40	40	100.00	0.00	25.00
Students with Disabilities	63	56	88.89	11.11	1.79

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)	11.13	24.48	17.17	17.58	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	435	429	98.62	1.38	24.48
Female	227	223	98.24	1.76	22.42
Male	208	206	99.04	0.96	26.70
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	394	388	98.48	1.52	23.20
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	27	27	100.00	0.00	37.04
English Learners	118	117	99.15	0.85	1.71
Foster Youth	--	--	--	--	--
Homeless	15	15	100.00	0.00	13.33
Military	0	0	0	0	0
Socioeconomically Disadvantaged	380	375	98.68	1.32	22.93
Students Receiving Migrant Education Services	17	17	100.00	0.00	23.53
Students with Disabilities	32	28	87.50	12.50	0.00

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 7	94%	100%	97%	99%	99%

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

Our aim at Washington Intermediate School is to foster connections with our parent community. We do this in many ways:

School Site Council (SSC) will meet a minimum of four times a year to review and revise the annual Single Plan for Student Achievement and reflect on the effectiveness of programs and instruction. The English Learner Advisory Committee (ELAC) will also meet four times a year. Both councils will be designed to ensure that our curriculum reflect the diverse needs of all students, to promote activities that recognize and appreciate cultural diversity, and to help develop a school climate that offers equal opportunity to all staff and students.

Parents are welcome and encouraged to volunteer at WIS. A variety of parent communications occur via traditional, electronic and social media platforms including Blackboard, PS Messaging, targeted phone calls, certificated mailings, Facebook, Instagram, Parent Square and Peach Jar. Parent T-Bird education opportunities will be offered during the school year. Information will be used to strengthen communication with parents and provide awareness to social trends and academic requirements that affect students' success at school. Social trends that are often addressed are bullying, cyber bullying and social networking, gang awareness, mental health, suicide awareness, CAASPP, attendance, promotion requirements, and academic interventions. T-Bird nights will be designed to involve parents in their child's education. Student T-Bird of the month celebrations are conducted each month on a Friday with breakfast provided for parents and students who are nominated for an award. Parents are able to share in the success of their student and take pictures with the principal along with the student. Back to school night, along with teacher/student conferences, provide parents with the opportunity to meet with the teacher and discuss individualized needs, concerns, and progress monitoring of their student(s). Parents are welcome to support our WIS Band program as volunteers are needed to support students at events.

Academic counseling services are available for parents and students. On-going and as needed conferences are available for all students and parents. If you would like more information about Parent Engagement Activities, please contact our Community Liaison, Mrs. Alicia (Melva) Villarreal, at (559) 595-7252.

2024-25 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	962	955	132	13.8
Female	481	476	66	13.9
Male	481	479	66	13.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	884	877	119	13.6
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	51	51	10	19.6
English Learners	294	290	41	14.1
Foster Youth	--	--	--	--
Homeless	28	28	7	25.0
Socioeconomically Disadvantaged	862	855	123	14.4
Students Receiving Migrant Education Services	45	45	7	15.6
Students with Disabilities	67	66	22	33.3

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
9.51	8.11	3.74	3.37	3.3	2.16	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
0.86	0.81	0.31	0.19	0.15	0.27	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	3.74	0.31
Female	1.66	0.00
Male	5.82	0.62
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	3.73	0.34
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	3.92	0.00
English Learners	4.08	0.68
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	3.94	0.35
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	8.96	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

School safety is a priority for all staff at Washington Intermediate School. The Comprehensive School Safety Plan is designed to assist in maintaining a safe school environment and preparing for emergencies. The plan requires identification of security needs, development of prevention and intervention techniques, evaluation of physical facilities, and communication with staff and students. The safety plan is reviewed annually, updated as needed, and fully compliant with federal and state regulations. An updated copy is available to the public at the school office. In addition, school administration and other support staff monitor the campus before, during, after school and during school events. WIS, in partnership with Dinuba Police Department, has a full-time police officer on campus to ensure that a safe school environment is provided for students and adults. The four (mobile) campus officers, along with administrative management, monitor the school to ensure a school safe environment. All buildings and offices have telephones and intercoms. Support staff and faculty are provided radios to ensure ongoing ability to communicate. Also, the school has 41 cameras strategically located around the perimeter of the school campus. Gates around the campus are closed and locked during school hours. There is one single access way for the public to enter the school. Visitors register at the office before coming onto campus. Parents are required to sign student in/out when leaving early or arriving late to school. Doors remain secure throughout the day and are only accessible via lock block retraction, key, and/or key fobs (specific to the gym).

School Site Council reviews and approves the Washington Intermediate School Safety Plan annually prior to its approval by the district's Board of Trustees. Washington Intermediate School holds monthly safety drills to ensure the students and staff are prepared for any emergency that may arise (i.e., fire, earthquake, secure campus and lock down).

The school's safety plan was updated, reviewed, and approved by the School Site Council (SSC) in March of 2025.

2022-23 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	25	10	35	0
Mathematics	26	8	33	0
Science	31	0	31	2
Social Science	30	0	34	0

2023-24 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	33	
Mathematics	25	11	24	1
Science	29		31	2
Social Science	29	1	31	1

2024-25 Secondary 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 classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	26	6	31	
Mathematics	26	11	24	
Science	27	2	29	2
Social Science	26	6	26	3

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	315

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)	3
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

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	$8,091	$795	$7,296	$93,974
District	N/A	N/A	$ 13,443	$99,885
Percent Difference - School Site and District	N/A	N/A	4.9	-6.1
State	N/A	N/A	$11,146	$100,065
Percent Difference - School Site and State	N/A	N/A	-41.8	-6.3

Fiscal Year 2024-25 Types of Services Funded

Washington Intermediate School receives funds for state and federal programs that are restricted to specific purposes. This includes LCAP (Local Control Accountability Plan), Title I Funding, Title II, Title III, Economic Impact Aid, and funds to support English Language Acquisition, Visual and Performing Arts Programs as well as the social-emotional support of students. Please see the following:

Federal Programs:

Title I, Part A, School and District Discretionary Block Grants.

Title I, Part C, Migrant Education

Title II, Part A, Improving Teacher Quality

Title II, Part D, Enhancing Education Through Technology

Title III, Limited English Proficient

IDEA, Special Education

State Programs:

Supplemental and Concentration Funds

Child Development Programs

Discretionary Block Grants

Title I, Part C, Migrant Education

Title II, Part A, Improving Teacher Quality

Title II, Part D, Enhancing Education Through Technology

Title III, Limited English

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	$64,153	$62,145
Mid-Range Teacher Salary	$93,336	$97,088
Highest Teacher Salary	$124,810	$120,436
Average Principal Salary (Elementary)	$149,900	$151,343
Average Principal Salary (Middle)	$157,395	$159,514
Average Principal Salary (High)	$182,204	$177,261
Superintendent Salary	$236,500	$294,805
Percent of Budget for Teacher Salaries	27.18%	29.95%
Percent of Budget for Administrative Salaries	5.14%	5.4%

Professional Development

Teachers take time each year to improve their teaching skills and to extend their knowledge of the subjects they teach. Here you'll see the amount of time each year we set aside for their continuing education and professional development.

2020-21

*4 days of science training from FCOE

*5 days of ELA support from TCOE

*8 days of MTSS - school improvement team from TOCE

*5 days of 8th Grade on Track - school improvement team - CA Education Partners

2022-23

*4 days of science training from FCOE

*5 days of ELA support from TCOE

*8 days of MTSS - school improvement team from TOCE

*5 days of 8th Grade on Track - school improvement team - CA Education Partners

The school has a focus on meeting the needs of all students as well as the significant subgroups. English language arts and mathematics will continue to be a focus to better meet the academic needs of students.

Teachers meet every Monday to participate in Professional Learning Communities in order to reflect upon current practice and utilize data to inform their instruction. They collaborate a full day each semester and on minimum days to analyze assessment data and reflect on instructional practices. Teachers challenge students every day with higher order questioning and engagement strategies.

2023-24

*District-Wide Professional Growth - 2 days

*7-8th NGSS- Science Training - 4 days via Professional Development Days with TCOE Consultant

Professional Development

*7-8th CCSS- Math Training - 6 days via Professional Development Days with TCOE/District Consultant

*7-8th CCSS- ELA Training - 6 days via Professional Development Days with TCOE/District Consultant

*7-8th CCSS- Social Science - 5 days via Professional Development Days with District support

*7-8th CCSS- ELA/ELD English 3D- 2 days visProfessional Development with TCOE/ District Consultant

2024-25

*District-Wide Professional Growth - 2 days

*7-8th NGSS- Science Training - 4 days via Professional Development Days with TCOE Consultant

*7-8th CCSS- Math Training - 6 days via Professional Development Days with TCOE/District Consultant

*7-8th CCSS- ELA Training - 6 days via Professional Development Days with TCOE/District Consultant

*7-8th CCSS- Social Science - 5 days via Professional Development Days with District support

*7-8th CCSS- ELA/ELD English 3D- 2 days visProfessional Development with TCOE/ District Consultant

MATH DEPARTMENT

MATH 7 DATES:	MATH 8 DATES:
10/24/24	10/23/24
12/4/24	12/11/24
2/12/25	2/13/25
3/25/25	3/26/25

ELA DEPARTMENT

ELA 7 DATES:	ELA 8 DATES:
9/3/24 - Mtg w/Gina	10/15/24 - Planning Day
10/8/24 - BM Scoring #1	11/5/24 - BM Scoring #1
11/21/24 - BM Scoring #2	2/11/25 - BM Scoring #2
2/18/25 - BM Scoring #3	2/19/25 - Planning Day
2/20/25 - Planning Day	4/1/25 - BM Scoring #3

SCIENCE DEPARTMENT

SCIENCE 7 DATES:	SCIENCE 8 DATES:	7th & 8th PD
9/12/24 - Scout Island	9/13/24 - Scout Island	10/28/24
10/17/24 - Scout Island	10/18/24 - Scout Island	3/10/25
1/30/25 - Scout Island	1/24/25 - Scout Island	
5/22/25 - Scout Island	5/23/25 - Scout Island	

HISTORY DEPARTMENT

11/20/24 - BM Scoring: 7th & 8th
12/18/24 - BM Scoring: 8th only
3/5/25 - BM Scoring: 7th & 8th

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	2	2	2