

Washington Elementary School

340 Corral De Tierra Road • Salinas CA, 93908 • (831) 484-1331 • Grades 4-5

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2015-16 School Accountability Report Card Published During the 2016-17 School Year



Washington Union Elementary School District

43 San Benancio Road
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District Governing Board

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Emily Hull-Parsons
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District Administration

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Superintendent
Carissa Edeza

Principal Toro Park School, Director
of Special Education

Whitney Meyer
Principal Washington Union
School, Director of Curriculum

Gina Uccelli
Principal San Benancio Middle
School, Director of Technology

School Description

Principal's Message

Washington Union Elementary School provides an amazing environment for students to learn and succeed! Fourth and Fifth-grade students enjoy lessons in traditional classroom settings, in the outdoor amphitheater, and on the nature trail. Additionally, fifth graders spend a week attending Outdoor Science School at Mount Hermon, and Fourth-grade students take an overnight trip to gold rush country. Students excel here because the school staff holds very high expectations and provides a rigorous curriculum. Teachers, students, and parents collaborate to procure an educational experience second to none.

The focus on the District's mission statement sets the stage for achievement for all students. It states, "The school will create a safe, friendly, dynamic learning environment; promote excellence in student academic achievement by challenging the ability of each individual; nurture positive personal, social, and civic growth and responsibility; and instill a lifelong love of learning." Our school community is committed to fulfilling the vision of the mission statement by collaborating and working together as a learning community for the benefit of the students.

The school serves 185 students in the fourth and fifth grades, with an average class size of 27 students. Teachers work closely together to plan dynamic lessons. Some lessons in social studies and science are shared with other classes on a rotating basis, so all teachers know every student in their grade level. Because of the varied roles they hold at the school, the classified staff and support staff also know all the students well.

In this dynamic learning environment, students have access to one of the finest instructional programs in the State. Because of the school's small size and the many adults working together on the campus, no student is "left behind." Every student is noticed and recognized for their achievements at Washington Union School.

Students are presented with monthly character lessons based on the Character Counts! program. Each month students learn about and practice the traits of trustworthiness, respect, responsibility, fairness, caring and citizenship. Students are recognized for outstanding behavior in these areas. Parents are a very important part of the team at Washington Union School because they believe strongly in their child's education, and they act on that belief through their constant and enduring support of the school. On any given day, parents can be seen volunteering in the classrooms, serving as art docents, assisting in the library or computer lab, or helping instruct students in PE. The staff, parents, and community members at Washington Union School all share the same goal of providing students with the support needed to help them succeed academically, socially, and emotionally.

District Mission Statement

- To create a friendly, dynamic learning environment;
- To promote excellence in student academic achievement challenging the ability of each individual;
- To nurture positive personal, social and civic growth and responsibility; and
- To instill a lifelong love of learning

About the SARC

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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2015-16 Student Enrollment by Grade Level	
Grade Level	Number of Students
Grade 4	84
Grade 5	93
Total Enrollment	177

2015-16 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0
American Indian or Alaska Native	0
Asian	7.9
Filipino	1.7
Hispanic or Latino	16.4
Native Hawaiian or Pacific Islander	0
White	65
Two or More Races	9
Socioeconomically Disadvantaged	7.3
English Learners	0
Students with Disabilities	11.3
Foster Youth	0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Washington Elementary School	14-15	15-16	16-17
With Full Credential	10	8	8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Washington Union Elementary School District	14-15	15-16	16-17
With Full Credential	♦	♦	42
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	0

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	14-15	15-16	16-17
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

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

Core Academic Classes Taught by Highly Qualified Teachers

2015-16 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	100.0	0.0
High-Poverty Schools	0.0	0.0
Low-Poverty Schools	100.0	0.0

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)

The District selects textbooks in a cooperative effort with the three schools in the District. During the year, a committee composed of teachers and an administrator, examines all the State-approved textbooks in a content area. The textbooks are evaluated on their alignment with the county adopted toolkit, Common Core State Standards, their appropriateness for the District, their clarity, the teacher support materials, and their instructional appeal. Once the committee has made a recommendation, the District's Governing Board then reviews and takes action on it.

Once the District adopts the textbook, each student receives a copy of the book. The District has affirmed that every student has access to their own textbooks and instructional materials for use in the classroom and to take home. Additionally, the math adoption comes with an online component that all students have access to from home, which includes a digital student textbook and extra support.

Textbooks and Instructional Materials Year and month in which data were collected: 08/2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	2016: Pearson, Ready Gen The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	2014: GO Math, HMH The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science	2007: California Science, Macmillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	2007: California Vistas, Macmillan/McGraw-Hill The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Union Elementary School, which was originally built in the 1950s, underwent a modernization process in 2001-02 and 2004-05, thanks to the successful passage of a \$13 million bond measure approved by the community in March of 2001. At the end of the modernization project, 100% of the classrooms on campus had been remodeled. All classrooms in the project received new heating and ventilation systems, carpeting and flooring, and new paint. A new building was completed in August 2005, which includes a computer lab, library, three additional classrooms, and boys and girls bathrooms.

Students attend school in a pleasant, updated environment, which includes internet access in every classroom, handicap access to the entire campus, and contemporary design.

The library holds a collection of 6,990 books, or 30 books for each student on campus. The school's play fields contain a baseball diamond, four basketball courts, and a track built with parent donations. New playground equipment was added in the 2014-15 school year, and was fully operational in the 2015-16 school year. Over the summer of 2016, track was re-cut, baseball fields were cut to code, and the old track was filled in with sod.

School Facility Good Repair Status (Most Recent Year) Year and month in which data were collected: 10/19/2016				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: 10/19/2016

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				Field was upgraded in the summer of 2016.
Overall Rating	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, which 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with significant cognitive disabilities); and
- 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

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
Science	85	89	90	90	87	93	60	56	54

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

Grade Level	2015-16 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	5.6	13.5	78.7

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2015-16 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16
ELA	72	78	74	78	44	48
Math	64	69	60	68	34	36

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**2015-16 CAASPP Results by Student Group
Science (grades 5, 8, and 10)**

Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced
All Students	92	88	95.7	89.8
Male	48	46	95.8	84.8
Female	44	42	95.5	95.2
Hispanic or Latino	12	11	91.7	100.0
White	68	66	97.1	87.9

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

**School Year 2015-16 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	84	82	97.6	73.2
	5	92	88	95.7	83.0
Male	4	41	40	97.6	75.0
	5	48	46	95.8	78.3
Female	4	43	42	97.7	71.4
	5	44	42	95.5	88.1
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	4	16	16	100.0	62.5
	5	12	11	91.7	72.7
White	4	47	46	97.9	76.1
	5	68	66	97.1	81.8
Two or More Races	4	11	11	100.0	63.6
	5	--	--	--	--
Socioeconomically Disadvantaged	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	4	12	12	100.0	33.3
	5	--	--	--	--
Foster Youth	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

School Year 2015-16 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students	
		Enrolled	Tested	Tested	Standard Met or Exceeded
All Students	4	84	82	97.6	69.5
	5	92	88	95.7	68.2
Male	4	41	40	97.6	80.0
	5	48	46	95.8	76.1
Female	4	43	42	97.7	59.5
	5	44	42	95.5	59.5
Asian	4	--	--	--	--
	5	--	--	--	--
Filipino	4	--	--	--	--
	5	--	--	--	--
Hispanic or Latino	4	16	16	100.0	56.3
	5	12	11	91.7	72.7
White	4	47	46	97.9	71.7
	5	68	66	97.1	63.6
Two or More Races	4	11	11	100.0	72.7
	5	--	--	--	--
Socioeconomically Disadvantaged	4	--	--	--	--
	5	--	--	--	--
Students with Disabilities	4	12	12	100.0	25.0
	5	--	--	--	--
Foster Youth	4	--	--	--	--
	5	--	--	--	--

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 on the CAAs divided by the total number of students who participated in both assessments. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (School Year 2016-17)

Volunteer Program: Washington Union School has a comprehensive volunteer program, which enables parents and community members to support the school in many ways. Volunteers help in the classrooms, library, and computer lab. They also prepare learning materials, chaperone field trips, plan celebrations and special events, share a special interest or hobby, or serve on adult committees. School Site Council (SSC) is composed of parents and school staff. The Council meets monthly to review Federal and State categorically funded programs. The school's Single Plan for Student Achievement is reviewed annually and the Plan's goals are revisited throughout the year.

Parents' Club provides funds for school activities, such as assemblies, study trips and other student-centered activities. The club meets monthly and is composed of parents and a representative from each of the schools. Parents' Club hosts the District's fall carnival, which last year raised nearly \$33,000. The club also sponsors the holiday gift fair in December and additionally helps to provide classroom supplies to all students at the start of the year.

Washington Union Education Foundation (WUEF) is a volunteer organization that raises thousands of dollars each year to support music, art, technology and sports programs for the District. The WUEF Board is composed of parents within the District, and holds major fundraisers each year: the annual Fall Campaign, the Golf Tournament, See's Candy Sales, and the Spring Fling Dance and Auction.

State Priority: School Climate

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

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

School Safety Plan

Students attend school in a safe environment. The District supplies supervisory staff for recess and lunch. Support staff members also monitor loading and unloading of the buses, and students participate in annual bus safety and evacuation drills.

The school maintains safety for students by having all visitors check in and out at the front office. Parent volunteers and other visitors wear ID tags, identifying them as visitors to the campus.

Washington Union Elementary School's Safety Plan was last reviewed and modified in October 2016 and reflects accurate descriptions of room evacuation routes and persons responsible in times of emergencies. The plan includes procedures for emergencies, ranging from an intruder on campus to an earthquake. The school plan was revised to discuss the plan for evacuating if the hill is on fire and we have to leave out the front. School staff reviews the plan at the beginning of each year and reviews emergency procedures with the students. Monthly fire drills reinforce safe evacuation procedures. The emergency plan was approved by School Site Council in October 2016 after revisions were made. It was sent to the board for approval in November of 2016.

Several school staff members, including the health aide, have received first aid training. Student emergencies are handled quickly and appropriately. Parents are contacted immediately and, if necessary, 911 is called.

Suspensions and Expulsions			
School	2013-14	2014-15	2015-16
Suspensions Rate	0.5	1.4	1.7
Expulsions Rate	0.0	0.0	0.0
District	2013-14	2014-15	2015-16
Suspensions Rate	0.7	1.0	0.4
Expulsions Rate	0.0	0.0	0.0
State	2013-14	2014-15	2015-16
Suspensions Rate	4.4	3.8	3.7
Expulsions Rate	0.1	0.1	0.1

D. Other SARC Information

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

2016-17 Federal Intervention Program		
Indicator	School	District
Program Improvement Status		Not In PI
First Year of Program Improvement		
Year in Program Improvement		
Number of Schools Currently in Program Improvement		0
Percent of Schools Currently in Program Improvement		.0

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0.00
Counselor (Social/Behavioral or Career Development)	0.33
Library Media Teacher (Librarian)	0.5
Library Media Services Staff (Paraprofessional)	0.50
Psychologist	0.33
Social Worker	0.00
Nurse	0.00

Academic Counselors and Other Support Staff at this School	
Speech/Language/Hearing Specialist	0.33
Resource Specialist	0
Other	2.50
Average Number of Students per Staff Member	
Academic Counselor	N/A

* 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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
4	28	30	25				4	3	4			0
5	27	24	29				4	4	3			0

Professional Development provided for Teachers

The District devotes one-half day during every school year to teachers' professional development. In addition to 16 restructured days, the District uses one minimum day for teacher collaboration and professional development. Three additional minimum days support teachers in report card completion. The District's Strategic Plan, current changes in State Standards and textbooks, teacher feedback about training needs, and local and State requirements govern the training content each year.

Teachers are encouraged to participate in workshops, conferences, and other training which is tailored to their classroom assignments and which will enhance their instructional practices. Teachers are encouraged to enroll in college and university courses related to their assignment; completion of these courses entitles them to advance on the District's salary schedule. Teachers new to the profession participate in the County Induction Program, designed to support new teachers through training and individual coaching.

In 2015-16, the District offered staff training in the following areas:

- *Beginning Teacher Support workshops (County Induction Program)
- *Training in the Common Core State Standards
- *CAASPP Training
- *Speaking and Listening Training
- *Mandated Reporter Training
- *Educational Technology
- *Go Math
- *Next Generation Science Standards
- *Google Aps for Education and Google Classroom

In 2016-17, the District will offer staff training in the following areas:

- *CAASPP Training
- *Mandated Reporter Training
- *Next Generation Science Standards
- *Google Aps for Education and Google Classroom
- *Pearson Ready Gen
- *McGraw Hill Wonders
- *Project Based Learning
- *Educational Technology in the Classroom

FY 2014-15 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$44,330	\$41,085
Mid-Range Teacher Salary	\$61,111	\$59,415
Highest Teacher Salary	\$79,324	\$75,998
Average Principal Salary (ES)	\$97,628	\$100,438
Average Principal Salary (MS)	\$108,370	\$101,868
Average Principal Salary (HS)		
Superintendent Salary	\$141,351	\$116,069
Percent of District Budget		
Teacher Salaries	37%	33%
Administrative Salaries	6%	7%

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

FY 2014-15 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	\$6,283.06	\$1,081.84	\$5,201.22	\$65,444
District	♦	♦	\$6,423.26	\$65,650
State	♦	♦	\$5,677	\$60,985
Percent Difference: School Site/District			-19.0	-0.3
Percent Difference: School Site/ State			-8.4	7.3

* Cells with ♦ do not require data.

Types of Services Funded

Title 1: Students in grades K-3 are supported by these funds. Early intervention is provided to identified students by instructional assistants and certificated teachers.

Special Education: Students who have been identified as having a specific learning disability qualify for additional services through the District's Special Education Program. Special education students at each school receive services from a resource specialist, or a speech and language pathologist, in alignment with the goals and objectives on their Individualized Education Plan (IEP). Students with more severe disabilities receive services from the Monterey County Office of Education's Special Education program.

Economic Impact Aid (EIA): This program is used to fund instructional assistants at Washington Union School who work with students performing below grade level in reading and math.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://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).

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.