

# Washington Elementary School

## School Accountability Report Card

### Reported Using Data from the 2014-15 School Year

#### Published During 2015-16

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 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.

#### **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, the county, and the state. 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.

## **About This School**

#### **Contact Information (Most Recent Year)**

<b>School Contact Information</b>	
<b>School Name</b>	Washington Elementary School
<b>Street</b>	1 School Street
<b>City, State, Zip</b>	Washington, CA 95986
<b>Phone Number</b>	(530) 265-2880
<b>Principal</b>	James Berardi
<b>E-mail Address</b>	jberardi@tresd.org
<b>Web Site</b>	<a href="http://www.twinridgeselementary.com">www.twinridgeselementary.com</a>
<b>Grades Served</b>	K-8
<b>CDS Code</b>	29664156027205

<b>District Contact Information</b>	
<b>District Name</b>	Twin Ridges Elementary School District
<b>Phone Number</b>	(530) 265-9052
<b>Superintendent</b>	James Berardi
<b>E-mail Address</b>	jberardi@tresd.org
<b>Web Site</b>	www.twinridgeselementary.com

### School Description and Mission Statement (Most Recent Year)

Washington school is a rural school located in the Sierra Foothills 16 miles east of historic Nevada City, California. It opened its doors in 1905. Currently, there are 6 enrolled in TK through 8th grade. The school enjoys an active and involved community and staff. Washington Schools vision is one in which the staff community, and students work together to encourage responsibility, integrity, and an enthusiasm for learning.

Washington School has two classrooms, a library, an administrative office, a kitchen and a multi-purpose room. There is a playground, a basketball court, and a small playing field. All classes are equipped with computers, printers, and Internet access.

Washington School is designated as a Title 1 school. The school is located in a geographically isolated, low income rural community.

### Student Enrollment by Grade Level (School Year 2014-15)

<b>Grade Level</b>	<b>Number of Students</b>
Grade 1	1
Grade 3	1
Grade 5	1
Grade 6	1
Grade 8	2
<b>Total Enrollment</b>	<b>6</b>

### Student Enrollment by Group (School Year 2014-15)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
Hispanic or Latino	16.7
White	83.3
Socioeconomically Disadvantaged	100
Students with Disabilities	33.3

## 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

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1	1	1
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0		
Total Teacher Misassignments *	0		
Vacant Teacher Positions	0		

Note: "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 (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	75.0	25.0
High-Poverty Schools in District	75.0	25.0
Low-Poverty Schools in District	0.0	0.0

Note: 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 2015-16)

Year and month in which data were collected: 08/13/2014

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
Mathematics	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
Science	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program	Yes	0
Health	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program		0
Visual and Performing Arts	Materials are of sufficient supply and of acceptable quality and currency to fully support the school's instructional program		0

#### School Facility Conditions and Planned Improvements (Most Recent Year)

Fire alarms systems tested and updated in 2007-2008. Recently painted and new windows. Relatively new roof – 2 years old...School is maintained well. Some removal of trees are planned to maintain the integrity of the school building . In 2010 All windows were replaced as well as the Heating/ Air Conditioning unit. The storage shed was also renovated in 2009.

#### School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 8/30/2013				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/ Vermin Infestation	X			
<b>Electrical:</b> Electrical	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

#### Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 8/30/2013				
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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	27	44
Mathematics	--	21	33

Note: 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.

#### CAASPP Assessment Results - English Language Arts (ELA)

##### Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	1	100.0	--	--	--	--
	5	1	1	100.0	--	--	--	--
	6	1	1	100.0	--	--	--	--
	8	2	2	100.0	--	--	--	--
Male	3		1	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
White	3		1	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
Socioeconomically Disadvantaged	3		1	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
Students with Disabilities	8		2	100.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

**CAASPP Assessment Results - Mathematics**

**Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	1	1	100.0	--	--	--	--
	5	1	1	100.0	--	--	--	--
	6	1	1	100.0	--	--	--	--
	8	2	2	100.0	--	--	--	--
Male	3		1	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
White	3		1	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
Socioeconomically Disadvantaged	3		1	100.0	--	--	--	--
	5		1	100.0	--	--	--	--
	6		1	100.0	--	--	--	--
	8		2	100.0	--	--	--	--
Students with Disabilities	8		2	100.0	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	8		--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

**California Standards Tests for All Students in Science (Three-Year Comparison)**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	65	--	--	59	60	56

Note: 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.

### California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	--
All Students at the School	--
Male	--
White	--
Socioeconomically Disadvantaged	--
Students with Disabilities	--
Foster Youth	--

Note: 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.

### California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: 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.

## 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 (Most Recent Year)

Parents play important roles at Washington School through their active participation, involvement in School Site Council, Parent Teacher Club, volunteering in classrooms, and various annual events.

### 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.

### Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	5.22	5.88	5.41	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.13	0.10	0.09

### School Safety Plan (Most Recent Year)

The Twin Ridges Elementary School District has developed a comprehensive district-wide safety plan that identifies major safety concerns as well as specific prevention and action strategies involving community and local law enforcement agencies. Working with district goals and priorities, our school maintains a safe and secure campus by fostering a positive learning environment that uses prevention strategies and emphasizes high expectations for student conduct.

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	Not In PI
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	50.0

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

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K					1	1						
1	1	1										
2	1	1			1	1						
3	1	1										
4	1	1			1	1						
5					1	1						
6	3	1										

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).



**Academic Counselors and Other Support Staff (School Year 2014-15)**

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (Librarian)		N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist		N/A
Social Worker		N/A
Nurse		N/A
Speech/Language/Hearing Specialist		N/A
Resource Specialist		N/A
Other		N/A

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

**Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	24565	3,282	9,965	50,221
District	N/A	N/A		\$52,926
Percent Difference: School Site and District	N/A	N/A		-5.1
State	N/A	N/A	\$5,348	\$59,180
Percent Difference: School Site and State	N/A	N/A	86.3	-15.1

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

**Types of Services Funded (Fiscal Year 2014-15)**

Washington received Title I funding and so programs are inline with funding.

**Teacher and Administrative Salaries (Fiscal Year 2013-14)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	43348	\$39,948
Mid-Range Teacher Salary	\$58,255	\$57,401
Highest Teacher Salary	71,646	\$73,183
Average Principal Salary (Elementary)		\$94,578
Average Principal Salary (Middle)		\$97,400
Average Principal Salary (High)		
Superintendent Salary	51661	\$112,657
Percent of Budget for Teacher Salaries	27%	35%
Percent of Budget for Administrative Salaries	12%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

### Professional Development (Most Recent Three Years)

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- Local as well as state student data was used to identify areas in need of instructional improvement. It was determined that we needed to spend more time and resources in both Mathematics and English Language Arts.
- Professional Development has been delivered in a variety of ways. We hired an expert to deliver training on Step-Up to Writing to our certificated staff on site during minimum days. The county office of education put on county-wide collaborations in both Mathematics and English Language Arts. The district provided subs for the days of these collaborations. Staff meetings were held for school wide planning and collaboration. Additional teacher days were used for further professional development.
- District teachers have been supported by providing time for planning and professional development. Every Wednesday is a minimum day for students. Three additional days were added to the teacher's calendars to provide the time necessary for planning and Professional Development. Data has been used to determine areas of focus and information on where to direct all resources available to provide the best educational service to our students.