



Washington Elementary School

Grades K-6
233 South 1st Street, El Centro, CA 92243
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Norberto Nunez, Principal

2014-15 School Accountability Report Card

Principal's Message

Published January 2016

The staff and administration at Washington School, while promoting citizenship in all students and creating a safe and orderly environment, are dedicated to providing all students with a curriculum in which they will experience academic growth through a meaning-centered thinking curriculum. We recognize and acknowledge the importance of our students' well-being and we embrace it for all.

School Mission

The mission of B.T. Washington School is to create and maintain an environment that assures that our students reach a high level of academic achievement as measured by state assessments. We commit to a comprehensive system of support to ensure this outcome.

School Vision

Booker T. Washington School is a place where all students learn in a safe environment with high academic expectations. A caring and effective staff will partner with parents and the community to provide our students with the tools they need to be life-long productive citizens.

District & School Profile

The El Centro Elementary School District is located in Imperial County, and is surrounded by thousands of acres of California's most productive farming land. El Centro Elementary School District is comprised of nine elementary schools and two middle schools, and educates almost 6,100 students in kindergarten through eighth grade per school year. The district is committed to preparing its students for the future and dedicated to excellence in the realm of academics. All programs within the district are founded on the principle that "children come first."

Washington Elementary School serves students in kindergarten through sixth grade. During the 2014-15 school year, the school had an enrollment of 430 students including 11.6% in special education, 67.4% qualifying for English Language Learner support, and 94.2% qualifying for free or reduced price lunch.

Percentage of Students by Ethnicity/Grade Level 2014-15

Ethnic Group	%	Grade Level	#
African American	3.3%	Kindergarten	69
American Indian or Alaskan Native		Grade 1	47
Asian		Grade 2	54
Filipino		Grade 3	58
Hawaiian or Pacific Islander		Grade 4	73
Hispanic or Latino	95.6%	Grade 5	69
White (not Hispanic)	1.2%	Grade 6	60
Two or More Races		Grade 7	
Socioeconomically Disadvantaged	94.2%	Grade 8	
English Learners	67.4%		
Students with Disabilities	11.6%		
Migrant Education			
Foster Youth	2.6%	Total Enrollment	430

Local Control Accountability Plan (LCAP)

As part of the new Local Control Funding Formula, school districts are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP). The following components of this SARC address some of the priorities identified in the District's LCAP:

Conditions of Learning – State Priority 1: Covered in Teacher Assignment, including the Teacher Credentials & Misassignments & NCLB Compliance charts; Instructional Materials, including the Textbooks chart; and School Facilities & Safety, including the Campus Description and School Facility Good Repair Status charts.



El Centro Elementary School District

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Pupil Achievement – State Priority 4: Covered in Standardized State Assessments, including the CST Results and CAASPP charts; and Career Technical Education (CTE) Programs (Workforce Preparation), including the CTE Program Participation and UC/CSU charts.

Other Pupil Outcomes – State Priority 8: Covered in California High School Exit Exam, including the CAHSEE charts; and Physical Fitness, including the Physical Fitness Test chart.

Parental Involvement – State Priority 3: Covered in Parent Involvement.

Pupil Engagement – State Priority 5: Covered in Dropout & Graduation Rate, including Dropout & Graduation Rate and Completion of High School Graduation Requirements charts.

School Climate – State Priority 6: Covered in Discipline & Climate for Learning, including Suspension & Expulsion chart; and School Site Safety Plan.

Parent Involvement

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or attending school events.

Parents stay informed of upcoming events and school activities through the monthly calendar of events, banners located on the perimeter fencing, flyers, email, parent conferences, progress reports, the school marquee, the school website, and Blackboard Connect (automated telephone message delivery system). Contact the principal at (760) 352-6611 for more information on how to become involved in your child's learning environment.

Opportunities to Volunteer

Chaperone
Classroom Helper
Fundraising Activities
Library Helper

Committees

English Learner Advisory Council
District English Learner Advisory Council
Parent Teacher Organization
School Site Council

School Activities

Back to School Night
FACT Center
Halloween Carnival
Health Fair
Migrant Family Literacy
Open House
Parent Night
Parent Conferences

Principal's Breakfast - Monthly
Student Orientation
Student Recognition Assemblies

Curriculum & Instruction

School Leadership

The administrative team is comprised of the principal, who works closely with the leadership team, teachers, and school staff. Principal Norberto Nunez is responsible for the day-to-day operations of the school and the overall instructional program. Coordinating efforts with the principal is the Leadership Team, comprised of the principal, the reading coach, and grade level representatives. The Leadership Team meets monthly throughout the year to evaluate the effectiveness of the instructional programs and implement strategies that increase student proficiency.

Principal Nunez has been in the educational field for 21 years and serving Washington Elementary School for the first year as of 2015-16. Previous positions held in other schools include: classroom teacher, vice principal, and principal. Principal Nunez holds a master's degree in Educational Leadership, a teaching credential, and an administrative credential.

Specialized Instruction

All curriculum and instruction is being aligned to the Common Core State Standards approved by the State Board of Education. The instructional program is structured so that all students receive instruction appropriate to their learning level. Teachers use a variety of research-based instructional strategies and techniques using state-approved instructional materials to ensure academic success.

Students with special gifts and talents need more challenging curriculum and instruction. The Gifted and Talented Education (GATE) program is offered to students in grades 3 through 6 who have been identified as academically gifted through district-administered assessments. Students participate in GATE activities during regular school hours; activities are based upon a designated theme. Instruction is provided by teachers who are GATE Trained.

For students whose primary language is not English and who have limited English proficiency, Washington Elementary School offers programs to help them acquire English as quickly as possible and prepare them to meet the state's academic content standards. English Learners receive small group and/or individualized instructional support in the classroom from bilingual aides who collaborate with the student's teacher to provide support in areas of need. Instruction focuses on reinforcement of class lessons, reading

intervention, and targeted support in areas of need. Washington Elementary offers an ELD Exchange Class that groups students based on proficiency. Students in this class receive 30 minutes of instruction each day, Monday through Friday. Washington Elementary School's teachers utilize the Treasures series, a state-approved reading intervention program and textbook adoption. Students are monitored through the CELDT exam given throughout the year; results are used to evaluate and adjust individualized learning strategies. English Learners are assessed annually using the CELDT exam (California English Language Development Test); results are used to evaluate student progress, intervention programs, and teaching strategies.

Washington Elementary School's special education program is staffed by special education teachers and instructional aides. Instruction is provided in the least restrictive environment based on each student's Individual Education Plan (IEP). Students have access to a comprehensive curriculum and are mainstreamed into the general education class with in-class support in both small group and individual settings. A portion of instruction may be provided in one of the special day classes. The IEP team meets annually to establish goals and objectives, define academic instruction, evaluate the effectiveness of the student's plan, and make instructional adjustments as necessary. Washington Elementary School takes advantage of the district's participation in the Imperial County Office of Education's Special Education Local Plan Area (SELPA), which provides a pool of professional resources and expertise in the field of special education.

Washington Elementary School provides a variety of intervention and remediation programs to support students' efforts to achieve academic success and reach grade level expectations. Using district benchmark assessments and end-of-unit exams, teachers and administrators can identify students who are struggling or performing below state proficiency grade level standards. For those students who need extra help in any subject area, a Problem Solving Team pulls together school and family resources to identify and develop strategies to help students improve academic and/or behavioral performance. Intervention strategies include:

- Linda Mood Bell Instruction
- New Comer Program
- Migrant After School

Supplementary instructional materials are purchased as needed to support intervention programs. Classroom teachers monitor student performance on district benchmark assessments and end-of-unit tests to measure ongoing academic progress and adjust instructional needs.

Enrichment Programs

Washington Elementary School offers an expanded day kindergarten program, a band program to all fourth grade students, and a strings program to all fifth grade students who wish to participate. All kindergarten through sixth grade students can participate in the After School Education & Safety (ASES) Program which offers enrichment programs in science, visual arts, performing arts, and physical education.

Staff Development

All training and curriculum development activities at Washington Elementary School are being aligned to the Common Core State Standards.

Staff Development Days Three-Year Trend		
2012-13	2013-14	2014-15
2	2	4

During the 2014-15 school year, Washington Elementary School held staff development devoted to:

- CAASPP/SBAC Training
- Common Core Standards Plus Training
- GATE Training
- GO! Math
- Kinder Raising a Reader Kick-Off
- SPARKS PE Program

Decisions concerning selection of staff development activities are performed by all staff using tools such as teacher input and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Washington Elementary School supports ongoing professional growth throughout the year on early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need.

Washington Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Instructional aides are provided targeted training focused on teaching strategies and curriculum content. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Instructional Materials

All textbooks used in the core curriculum at Washington Elementary School are aligned to the Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The District follows the State Board of Education's adoption cycle for core content materials (English/Language Arts, math, science, and social science).

On Tuesday, October 13, 2015, the El Centro Elementary School District held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Governing Board adopted Resolution #101315-1064 which certifies as

required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English Learners, in the District to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English Learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/Language Arts, including the English Language Development component of an adopted program, and 3) each pupil enrolled in a foreign language has sufficient textbooks or instructional materials that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board for those subjects.

In addition to core subject areas, districts are required to disclose in their SARC's the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2015-16 school year, El Centro Elementary School District provided each student, including English Learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Classroom Environment

Discipline & Climate for Learning

Washington Elementary School's discipline policies are based upon a schoolwide discipline plan, which is used as a guide to develop school rules, develop behavior management programs, promote responsibility, promote respect, and minimize classroom disruptions. Teachers clearly identify and explain behavior expectations to their students and discuss consequences for poor or disruptive behavior in the classroom. Washington Elementary School employs a progressive approach in managing students who make poor choices in behavior, do not follow school rules, or are disruptive in the classroom.

Textbooks				
Year Adopted	From Most Recent State Adoption?	Publisher and Series	Percent of Pupils Who Lack Their Own Assigned Textbooks and/or Instructional Materials	Grade
Reading/Language Arts				
2009	Yes	McMillan/McGraw Hill: <i>California Treasures</i>	0%	TK-6
Math				
2014	Yes	Houghton Mifflin Harcourt: <i>California Go Math!</i>	0%	K-6
Science				
2007	Yes	Harcourt School Publishers: <i>California Science</i>	0%	K-6
2006	Yes	Holt, Rinehart & Winston: <i>Earth Science</i>	0%	6-8
Social Science				
2006	Yes	McMillan/McGraw Hill: <i>California Vistas</i>	0%	K-6
2006	Yes	McDougal Littell: <i>World History Ancient Civilizations</i>	0%	6

Textbook information was obtained from district office personnel in December 2015.

	Suspensions and Expulsions								
	Washington			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Suspensions (#)	14	21	27	224	196	291	329,370	279,383	243,603
Expulsions (#)	0	1	1	4	8	7	8,266	6,611	5,692

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

Class Size

The Class Size Distribution table in this report illustrates the distribution of class sizes by grade level, the average class size, and the number of classes that contain 1-20 students, 21-32 students, and 33 or more students.

Student Achievement

Physical Fitness

In the spring of each year, Washington Elementary School is required by the state to administer a physical fitness test to all students in grade five. The physical fitness test measures each student's ability to complete six fitness tasks in six major areas. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone." Comparative district and state results can be found at the CDE's Website www.cde.ca.gov/ta/tg/pf/.

Physical Fitness Test Percentage of Students Meeting California Fitness Standards 2014-15			
Number of Standards Met:			
4 of 6 5 of 6 6 of 6			
Grade(s) Tested			
Fifth	52%	36%	21%

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.

Adequate Yearly Progress

The Federal No Child Left Behind Act (NCLB) requires that all students perform at or above the proficient level on the state's standards based assessments by 2014. Meeting AYP milestones helps determine whether students are reaching proficiency level targets set by NCLB. AYP requires annual evaluation and reporting of the academic progress of all students and defined student subgroups. The 2015 AYP report indicators include a target of 95% participation rate, 90% attendance rate, and 90% graduation rate. The percent proficient category is not applicable (N/A) for 2015 because the Department of Education (ED) granted California a one-year waiver that allows AYP determinations to exclude the percent proficient.

Class Size Distribution Self-Contained Classrooms 2012-13				
Grade	Average Class Size	Number of Classes*		
		1-20	21-32	33+
K	27.0		2	
1	31.0		2	
2	23.0	1	2	
3	23.0	1	2	
4	33.0		1	1
5	29.0		2	
6	26.0		2	
2013-14				
K	20.0	1	2	
1	30.0		2	
2	18.0	1	2	
3	25.0	1	2	
4	30.0		2	
5	29.0		2	
6	29.0		2	
2014-15				
K	23.0	1	2	
1	24.0		2	
2	24.0		2	
3	22.0	1	2	
4	33.0		1	1
5	26.0	1	2	
6	30.0		2	

*Number of classes indicates how many classes fall into each size category (a range of total students per classroom).

Adequate Yearly Progress Results Reported by Indicator and Compared to District Performance 2014-15		
Did the school and district meet or exceed 2015 AYP performance criteria in each of the areas listed below?		
AYP Criteria	Washington	ECESD
Overall Performance	Yes	No
Participation Rate		
Language Arts	Yes	Yes
Math	Yes	Yes
Percent Proficient		
Language Arts	N/A	N/A
Math	N/A	N/A
Graduation Rate	N/A	N/A
Attendance Rates	Yes	Yes
AYP Performance Level		
Number of AYP Criteria		
Met Out of the Total	9/9	12/13
Number of Criteria Possible		

The AYP table in this report illustrates the school's progress in meeting 2014-15 AYP target rates for applicable schools. More information on AYP can be found on the California Department of Education's (CDE) website www.cde.ca.gov/nclb/ and the U.S. Department of Education's website www.ed.gov/nclb/accountability/.

No Child Left Behind (NCLB)

The No Child Left Behind (NCLB) Act is part of the Federal Title I funding program designed to support additional staffing and programs to meet the needs of low-income, low achieving students, and other designated students with special needs. Schools may apply, based upon their student demographics, for one of two types of Title I funding: Title I Schoolwide or Title I Targeted Assistance. Title I Schoolwide schools use federal funds for schoolwide improvement of student achievement. Title I Targeted Assistance schools use federal funds to help those students who meet specific program criteria. In 2014-15, Washington Elementary qualified for Schoolwide Title I funding and is subject to comply with Title I program participation requirements.

Any school receiving Title I funds is required to comply with respective program testing and reporting activities, achieve specific levels of student proficiency, and monitor school progress towards meeting established goals. California Adequate Yearly Progress calculations determine whether a Title I school has met performance goals. Schools not meeting specific AYP criteria enter Program Improvement, a monitoring system and curriculum enhancement program designed to help schools to increase student proficiency levels. More information about Title I and Program Improvement can be located on the CDE's website www.cde.ca.gov/ta/ac/ti/.

Title I PI Status 2015-16		
	Washington	ECESD
PI Status	In PI	In PI
First Year of PI Implementation	2003-2004	2004-2005
Year in PI	Year 5	Year 3
# Schools Currently In PI		9
% Schools Currently In PI		82%

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

California Standards Test (CST)

The California Standards Test (CST) assesses student performance in science in grades 5, 8 and 10. Performance standards identify the level of student mastery of the content standards tested. The state target for every student is to score at the Advanced or Proficient level.

The CST tables in this report illustrate the percentage of students achieving Proficient and Advanced levels. Results are shown only for subgroups with ten students or more taking the exam. For those categories that are blank in the CST tables, no students met subgroup criteria. More information on CSTs can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/sr/cstsciref.asp.

California Assessment of Student Performance and Progress (CAASPP)

California Assessment of Student Performance and Progress (CAASPP) Tests assess student performance in English language arts/literacy and mathematics in grades 3 through 8 and 11 utilizing computer-adaptive tests and performance tasks. This system is based on the Common Core State Standards (CCSS) and is part of the Smarter Balanced Assessment System. The CAASPP

California Standards Test (CST)

All Students

Percentage of Students Scoring at Proficient and Advanced Levels

	Washington			ECESD			CA		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	48	38	12	62	60	53	59	60	56

California Standards Test (CST)

Results by Student Subgroup

2014-15

Percentage of Students Scoring at Proficient and Advanced Levels

ECESD	53
Washington	12
Male	4
Female	18
Hispanic or Latino	12
English Learners	8
Students with Disabilities	12

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) for students in grades 5, 8 and 10. 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.

CAASPP Assessment Results Disaggregated by Student Groups 2014-15

	English Language Arts/Literacy							Mathematics						
				Achievement Level							Achievement Level			
				1	2	3	4				1	2	3	4
	Total Enrollment	Number Tested	Percent Tested					Total Enrollment	Number Tested	Percent Tested				
Grade 3														
All Students Tested	60	58	96.7%	43.0%	38.0%	12.0%	7.0%	60	58	96.7%	48.0%	31.0%	14.0%	5.0%
Male	60	37	61.7%	41.0%	38.0%	14.0%	8.0%	60	37	61.7%	41.0%	38.0%	11.0%	8.0%
Female	60	21	35.0%	48.0%	38.0%	10.0%	5.0%	60	21	35.0%	62.0%	19.0%	19.0%	0.0%
African American	60	2	3.3%	*	*	*	*	60	2	3.3%	*	*	*	*
Hispanic or Latino	60	56	93.3%	45.0%	36.0%	13.0%	7.0%	60	56	93.3%	50.0%	29.0%	14.0%	5.0%
Socioeconomically Disadvantaged	60	51	85.0%	47.0%	37.0%	12.0%	4.0%	60	51	85.0%	53.0%	27.0%	14.0%	4.0%
English Learners	60	30	50.0%	60.0%	37.0%	3.0%	0.0%	60	30	50.0%	60.0%	33.0%	3.0%	0.0%
Students with Disabilities	60	6	10.0%	*	*	*	*	60	6	10.0%	*	*	*	*
Migrant Education	60	8	13.3%	*	*	*	*	60	8	13.3%	*	*	*	*
Grade 4														
All Students Tested	70	68	97.1%	79.0%	7.0%	4.0%	6.0%	70	68	97.1%	63.0%	28.0%	4.0%	4.0%
Male	70	36	51.4%	83.0%	6.0%	0.0%	8.0%	70	36	51.4%	67.0%	19.0%	6.0%	8.0%
Female	70	32	45.7%	75.0%	9.0%	9.0%	3.0%	70	32	45.7%	59.0%	38.0%	3.0%	0.0%
African American	70	3	4.3%	*	*	*	*	70	3	4.3%	*	*	*	*
Hispanic or Latino	70	64	91.4%	80.0%	8.0%	5.0%	5.0%	70	64	91.4%	63.0%	30.0%	5.0%	3.0%
White (not Hispanic)	70	1	1.4%	*	*	*	*	70	1	1.4%	*	*	*	*
Socioeconomically Disadvantaged	70	60	85.7%	82.0%	7.0%	5.0%	5.0%	70	60	85.7%	62.0%	30.0%	5.0%	3.0%
English Learners	70	42	60.0%	88.0%	7.0%	0.0%	0.0%	70	42	60.0%	76.0%	19.0%	5.0%	0.0%
Students with Disabilities	70	11	15.7%	91.0%	0.0%	9.0%	0.0%	70	11	15.7%	82.0%	18.0%	0.0%	0.0%
Migrant Education	70	11	15.7%	100.0%	0.0%	0.0%	0.0%	70	11	15.7%	82.0%	18.0%	0.0%	0.0%
Grade 5														
All Students Tested	67	65	97.0%	63.0%	18.0%	14.0%	2.0%	67	63	94.0%	76.0%	17.0%	3.0%	2.0%
Male	67	30	44.8%	67.0%	23.0%	7.0%	0.0%	67	30	44.8%	80.0%	13.0%	0.0%	3.0%
Female	67	35	52.2%	60.0%	14.0%	20.0%	3.0%	67	33	49.3%	73.0%	21.0%	6.0%	0.0%
African American	67	1	1.5%	*	*	*	*	67	1	1.5%	*	*	*	*
Hispanic or Latino	67	62	92.5%	65.0%	16.0%	15.0%	2.0%	67	60	89.6%	77.0%	17.0%	3.0%	2.0%
White (not Hispanic)	67	2	3.0%	*	*	*	*	67	2	3.0%	*	*	*	*
Socioeconomically Disadvantaged	67	55	82.1%	65.0%	16.0%	15.0%	2.0%	67	53	79.1%	79.0%	15.0%	4.0%	2.0%
English Learners	67	42	62.7%	76.0%	10.0%	10.0%	0.0%	67	41	61.2%	85.0%	10.0%	0.0%	2.0%
Students with Disabilities	67	10	14.9%	*	*	*	*	67	10	14.9%	*	*	*	*
Migrant Education	67	8	11.9%	*	*	*	*	67	8	11.9%	*	*	*	*
Grade 6														
All Students Tested	60	59	98.3%	41.0%	44.0%	10.0%	5.0%	60	59	98.3%	58.0%	32.0%	7.0%	3.0%
Male	60	37	61.7%	35.0%	46.0%	11.0%	8.0%	60	37	61.7%	51.0%	32.0%	11.0%	5.0%
Female	60	22	36.7%	50.0%	41.0%	9.0%	0.0%	60	22	36.7%	68.0%	32.0%	9.0%	0.0%
Hispanic or Latino	60	58	96.7%	41.0%	43.0%	10.0%	5.0%	60	58	96.7%	59.0%	31.0%	7.0%	3.0%
White (not Hispanic)	60	1	1.7%	*	*	*	*	60	1	1.7%	*	*	*	*
Socioeconomically Disadvantaged	60	49	81.7%	41.0%	45.0%	10.0%	4.0%	60	49	81.7%	57.0%	33.0%	6.0%	4.0%
English Learners	60	28	46.7%	75.0%	21.0%	4.0%	0.0%	60	28	46.7%	79.0%	18.0%	4.0%	0.0%
Students with Disabilities	60	6	10.0%	*	*	*	*	60	6	10.0%	*	*	*	*
Migrant Education	60	12	20.0%	42.0%	33.0%	8.0%	17.0%	60	12	20.0%	50.0%	33.0%	8.0%	8.0%

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. Level 1 = Standards not met; Level 2 = Standards nearly met; Level 3 = Standards met; Level 4 = Standards exceeded

results shown in this report include overall results comparing the school, district and state scores as well as the school's overall score in each applicable grade level and subgroup. Results are shown only for subgroups with ten students or more taking the exam. More information on CAASPP can be found on the California Department of Education's website www.cde.ca.gov/ta/tg/ca/.

California Assessment of Student Performance and Progress			
All Students			
Percentage of Students Meeting or Exceeding the State Standards			
2014-15			
	Washington	ECESD	CA
English-Language Arts/Literacy	15	31	44
Mathematics	10	21	33

Note: Students in grades 3-8 and 11 are given this test. 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.

Professional Staff

Teacher Assignment

During the 2014-15 school year, Washington Elementary School had 18 teachers who met all credential requirements in accordance with state guidelines. The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "NCLB Compliant." Minimum qualifications include: possession of a bachelor's degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

Teacher Credentials and Assignments						
	Washington			ECESD		
	13-14	14-15	15-16	13-14	14-15	15-16
Total Teachers	18	19	19	211	221	217
Teachers with Full Credential	18	18	18	209	219	212
Teachers without Full Credential	0	1	1	2	2	5
Teachers Teaching Outside Subject Area (with full credential)	0	0	0	0	0	0
Teacher Misassignments for English Learners	0	0	0	0	0	2
Total Teacher Misassignments*	0	0	0	0	0	2
Teacher Vacancies	0	0	0	2	6	5

*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.*

In the adjacent table, which identifies the number of classrooms taught and not taught by NCLB-compliant teachers, high poverty schools are those schools in the highest quartile for student participation defined by the free and reduced price meal program. Low poverty schools are those schools that are in the lowest quartile of program participation.

Counseling & Support Staff

Washington Elementary School provides professional, highly qualified staff who provide additional services and support centered on the whole student academically, physically, and mentally. The Counseling and Support Services table in this report illustrates the availability of non-instructional support staff to Washington Elementary School's students.

Full-time equivalent (FTE) is a standard measurement used to identify an employee's regular work load on a weekly basis. For example, an FTE of 1.0 designates a full-time position and the employee is on campus and available all day every day of the week; an FTE of 0.5 indicates that the staff member is available and on campus a portion (50%) of the week.

Counselors and Support Personnel (Nonteaching Professional Staff) 2014-15

	No. of Staff	FTE*
Academic Counselor	1	0.4
Computer Lab Supervisor	1	0.6
Library Clerk	1	1.0
Psychologist	1	0.4
Speech Therapist	1	0.2

**One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50% of full time.*

Facilities & Safety

The district takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Washington Elementary School's original facilities were built in 1937, and ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In the past 12 months the following campus improvements have been completed:

- Painting of the exterior of classrooms
- Remodeling of boys and girls restrooms

Every morning before school begins, the principal and the custodian inspect facilities for safety hazards or conditions that need attention prior to students and staff entering school grounds. One day custodian and one evening custodian are assigned to Washington Elementary School. The day custodian is responsible for:

- Cafeteria setup/cleanup
- General grounds maintenance
- Classroom cleaning
- Office cleaning
- Restroom cleaning
- Trash Removal

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- Common use area cleaning
- Restroom cleaning

The principal communicates with custodial staff daily concerning maintenance and school safety issues.

NCLB Compliance Percentage of Classes in Core Academic Subjects:		
	Taught by NCLB-Compliant Teachers	Not Taught by NCLB-Compliant Teachers
2014-15		
Washington	94.0%	6.0%
District Totals		
All Schools	94.0%	6.0%
High-Poverty Schools	94.0%	6.0%
Low-Poverty Schools	100.0%	-

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

Campus Description

Year Built	1937
	Quantity
# of Permanent Classrooms	18
# of Portable Classrooms	5
# of Restrooms (student use)	3
Computer Labs	1
Library	1
Multipurpose Room/Cafeteria	1
Outdoor Covered Patio	1
Staff Lounge	1
Teacher Work Room	1

Campus Supervision

School administration and teaching staff place a high priority on providing adequate adult supervision on campus before, during, and after school. As students arrive on campus each morning, the principal, a school crossing guard and pupil supervisors are strategically assigned to designated entrance areas, the breakfast area and playground. During recess, the principal and teachers supervise playground activity. The principal and pupil supervisors monitor lunch time activity in the cafeteria and on the playground. At the end of the day when students are dismissed, the principal, the school crossing guard, instructional aides, and pupil supervisors monitor student behavior to ensure a safe and orderly departure.

Washington Elementary is a closed campus. During school hours, all visitors must sign in at the school's office and wear identification badges while on school grounds.

School Site Safety Plan

The Comprehensive School Site Safety Plan was developed for Washington Elementary in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2015.

Facilities Inspection

The district's maintenance department inspects Washington Elementary on an annual basis in accordance with Education Code §17592.72(c) (1). Washington Elementary uses a school site inspection survey to identify unsafe or hazardous conditions and facility improvement needs. The most recent school inspection took place on September 9, 2015. Deficiencies noted in the school inspection survey were corrected immediately by the district's maintenance department. During fiscal year 2014-15, all restrooms were fully functional and available for student use.

SARC Data & Internet Access

DataQuest

DataQuest is an online data tool location at <http://dq.cde.ca.gov/dataquest/> that contains additional information about Washington Elementary School and comparisons of the school to the district, the county, and the state. DataQuest provides reports for school accountability, including but not limited to AYP, CST, CAASPP, enrollment, and staffing.

Public Internet Access Location

Parents may access Washington Elementary School's SARC and access the internet at any of the county's public libraries. The closest public library to Washington Elementary School is the El Centro Public Library.

El Centro Public Library
539 W. State Street, El Centro
Phone Number: (760) 337-4565
Website: www.cityofelcentro.org/library
Hours: Mon-Thurs 9am-6pm
Fri 9am- 5pm
Sat & Sun, Closed
Number of Computers Available: 5

Item Inspected		School Facility Good Repair Status	
		Repair Status	
		Good	Fair
		Repair Needed and Action Taken or Planned	
Inspection Date: September 9, 2015		✓	
Systems			
Interior Surfaces		✓	Front Office with Restroom - Tile cracked in workroom floor; Cafeteria - Southwest wall has holes; Staff Lounge - Carpet is torn in doorway; Room 21 K - Hole in the cement by the gate, tile above doorway is broken; Room 22 K - Boys restroom floor tile is missing, partition is rusting, girls restroom has graffiti in the stalls, tile cracks across wall behind toilet stool and tile missing on the floor in the teacher's restroom; Room 9 TK - Carpet is stained, replace counter top around sink due to damage; Restrooms Next to Room 1 - Girls restroom south east ceiling corner is broken; Library - The carpet is separating; Restrooms Next to Library - Boys restroom coping is peeling on west wall; Room 2 6th - Crack on counter by sink, sink trim needs repair; Room M10 4th - Ceiling tile stained in the center and on southwest; Womens Restroom Outside Office - Hole in the tile handicap stall
Cleanliness	✓		Room 26 1st Grade - Pigeon droppings outside; Room 5 Computer Lab - Pigeon droppings outside room 6
Electrical	✓		Kitchen with Restroom - Light ballast out
Restrooms/Fountains	✓		Front Office with Restroom - Low water pressure in fountain; Cafeteria - Deficiency noted; Kitchen with Restroom - Handles loose in middle sink and has calcium buildup; Staff Lounge - Sink in need of scrubbing; Room 26 1st Grade - Sink is dirty and needs scrubbing; Room 21 K Sink is plugged up, sink is dirty and in need of scrubbing; Restrooms Next to Library - Girls restroom sink handle is loose (4th); Room 5 Computer Lab - Wall cracked around the outside fountains
Safety	✓		
Structural	✓		
External	✓		Room 21 K - Repair or remove broken bench outside; Restrooms Next to Room 1 - Wall and cement is dirty and in need of cleaning; Room M 5 SDC - Cement is cracked outside; Playground - Fall carpet has holes and needs to be replaced
Overall Summary of School Facility Good Repair Status			
		Exemplary	Good
		Fair	Poor
Overall Summary			✓

Percentage Description Rating:

Fair: The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.

District Expenditures

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having similar average daily attendance throughout the state. (Note: 2013-14 salary comparison data was the most recent data available at the time this report was published.)

Expenditures Per Student

For the 2013-14 school year, El Centro Elementary School District spent an average of \$8,568 of total general funds to educate each student (based on 2013-14 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the District and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

Salary Comparison 2013-14

	ECESD	State Average of Districts in Same Category
Beginning Teacher Salary	-	42,723
Mid-Range Teacher Salary	70,729	65,936
Highest Teacher Salary	88,921	84,545
Average Principal Salaries:		
Elementary School	108,612	106,864
Middle School	109,206	110,494
Superintendent Salary	168,558	15,933
Percentage of Budget For:		
Teacher Salaries	42	40
Administrative Salaries	6	6

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

Current Expense of Education Per Pupil 2013-14

Dollars Spent Per Student

Expenditures Per Pupil	Washington	ECESD	% Difference - School and District	State Average for Districts of Same Size and Type	% Difference - School and State
Total Restricted and Unrestricted	5,463	N/A	N/A	N/A	N/A
Restricted (Supplemental)	645	N/A	N/A	N/A	N/A
Unrestricted (Basic)	4,819	4,445	108.4%	5,348	90.1%
Average Teacher Salary	69,608	76,291	91.2%	69,086	100.8%

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

In addition to general fund state funding, El Centro Elementary School District receives state and federal categorical funding for special programs. For the 2013-14 school year, the District received categorical, special education, and support programs funds for:

- After School Learning & Safe Neighborhood Partnerships
- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Medi-Cal Billing
- Ongoing & Major Maintenance Account
- Other Local: Locally Defined
- Special Education
- State Lottery
- Title I, II, III

Disclosure

The statistical information disclosed in this report is obtained from the California Department of Education and the El Centro Elementary School District. At the time of publication, this report met all SARC-related state and federal requirements, using the most current data available. Data to prepare the instructional materials and school facilities sections were acquired in December 2015.