

SARC



OUR  
MESSAGE



OUR  
TEACHERS

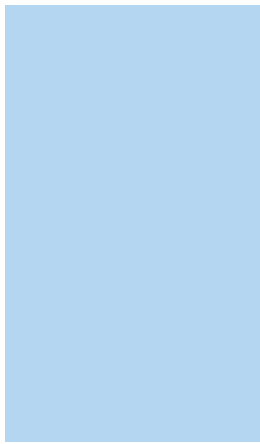
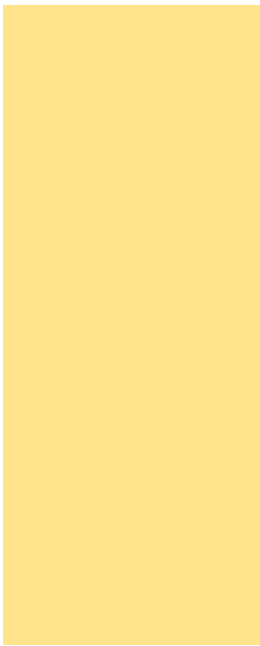
OUR  
SCHOOL

# Washington Middle School

2014-15  
School Accountability Report Card  
Published in 2015-16

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**SARC**



## Principal's Message

We are proud to present our School Accountability Report Card (SARC) for the 2014-15 school year. We publish this report every year to share important facts about our school with the public. In this report, you will find information about our teachers, students, test scores, resources and finances.

Washington Middle School consists of roughly 400 students in a somewhat unique range of grades: five through eight. The fifth and sixth grades follow a traditional elementary school design, while seventh- and eighth-grade classes employ a middle school model.

Our staff works hard to provide a safe environment for our students where they are free to maximize their vast learning potential. We aspire to create productive citizens who go on to positively impact the world we live in. This is accomplished through outstanding pedagogical practices; science, technology, engineering, arts, mathematics (STEAM) classes for fifth and sixth graders; enrichment classes for seventh and eighth grades; a schoolwide antibullying program; Second Step counseling lessons; as well as frequent student and teacher access to technology. Washington school was fortunate to benefit from the purchase of numerous new devices over the past year in order to better prepare our students for success in the 21st century.

## School Mission Statement

The mission of Washington Middle School is to engage students in lifelong learning which will prepare them for rewarding participation in their future careers, communities and families, while providing a rigorous and challenging curriculum which emphasizes proficiency of the California State Standards.

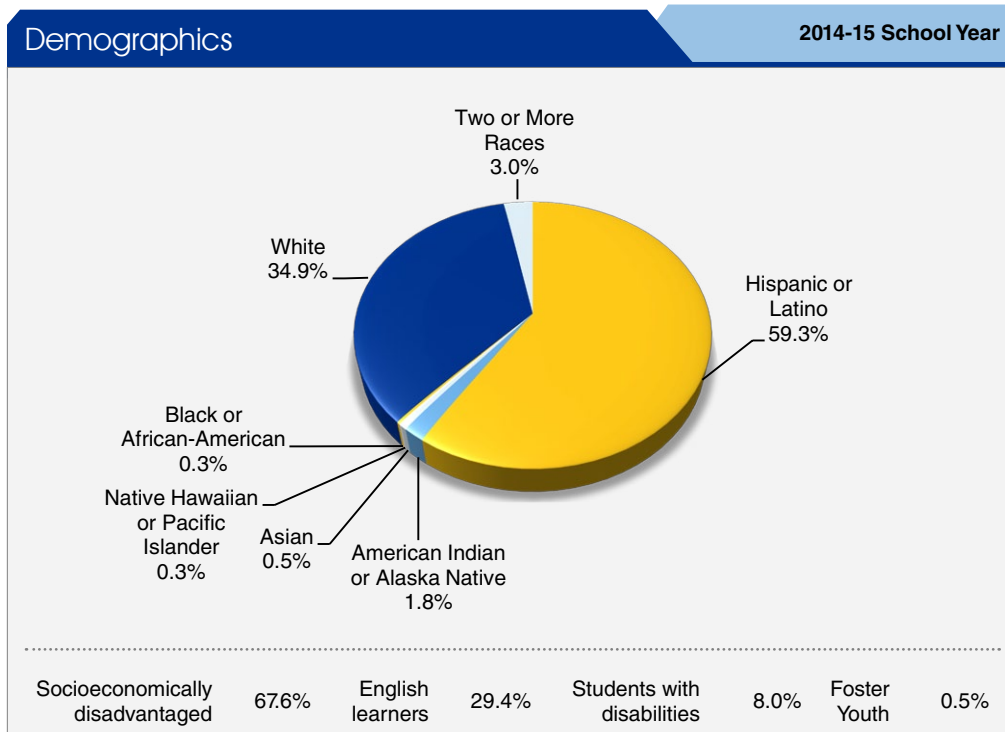
## Parental Involvement

Washington School and its highly qualified staff invites family participation in developing programs and policies, seeking the most effective use of community resources and people in order to provide quality instruction and services. Washington School offers opportunities for parents to participate, including the Parent Teacher Student Association, Eagle Pride Boosters Club (sports), English Language Advisory Committee (ELAC) as well as opportunities to volunteer in their child's classroom. Parents have the opportunity to volunteer chaperoning fieldtrips, dances, eighth-grade promotion and many other activities. Parents interested in helping out at the school, can contact their student's teacher or come to the main office.

For more information on how to become involved at the school, please contact Tracy Koch, PTSA president, at (707) 894-1940.

## Enrollment by Student Group

The total enrollment at the school was 398 students for the 2014-15 school year. The pie chart displays the percentage of students enrolled in each group.



## School Accountability Report Card

In accordance with state and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.



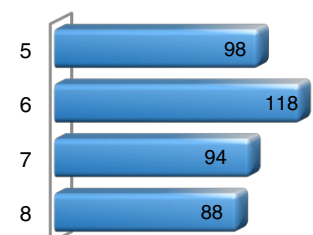
## Governing Board

Todd Lands, President  
 Jacque Garrison, Clerk  
 Karen Scalabrini, Trustee  
 Vickie Hegarty, Trustee  
 Dianna MacDonald, Trustee

## Enrollment by Grade

The bar graph displays the total number of students enrolled in each grade for the 2014-15 school year.

### 2014-15 Enrollment by Grade



## Professional Development

In 2015-16 certificated staff received six professional development days in addition to many workshops and conferences attended during the school year. The main focus areas for the staff development days were technology and Thinking Maps. The district contracted with Thinking Maps to provide workshops that focus on literacy across the curriculum and obtained Google for Education training from the Sonoma County Office of Education for all Washington School staff. Additionally, several staff members participated in Sonoma Leadership Network and Bay Science to bring effective strategies and methodology in common core math curriculum and Next Generation Science Standards to share with appropriate teachers on site.

Professional Development Days	
2013-14	2 days
2014-15	5 days
2015-16	6 days

## Suspensions and Expulsions

This table shows the school, district, and state suspension and expulsion rates for the most recent three-year period. Note: Students are only counted one time, regardless of the number of suspensions.

Suspension and Expulsion Rates			
Washington MS			
	12-13	13-14	14-15
Suspension rates	9.2%	10.0%	8.8%
Expulsion rates	0.0%	0.0%	0.0%
Cloverdale USD			
	12-13	13-14	14-15
Suspension rates	5.8%	7.6%	5.6%
Expulsion rates	0.0%	0.0%	0.0%
California			
	12-13	13-14	14-15
Suspension rates	5.1%	4.4%	3.8%
Expulsion rates	0.1%	0.1%	0.1%

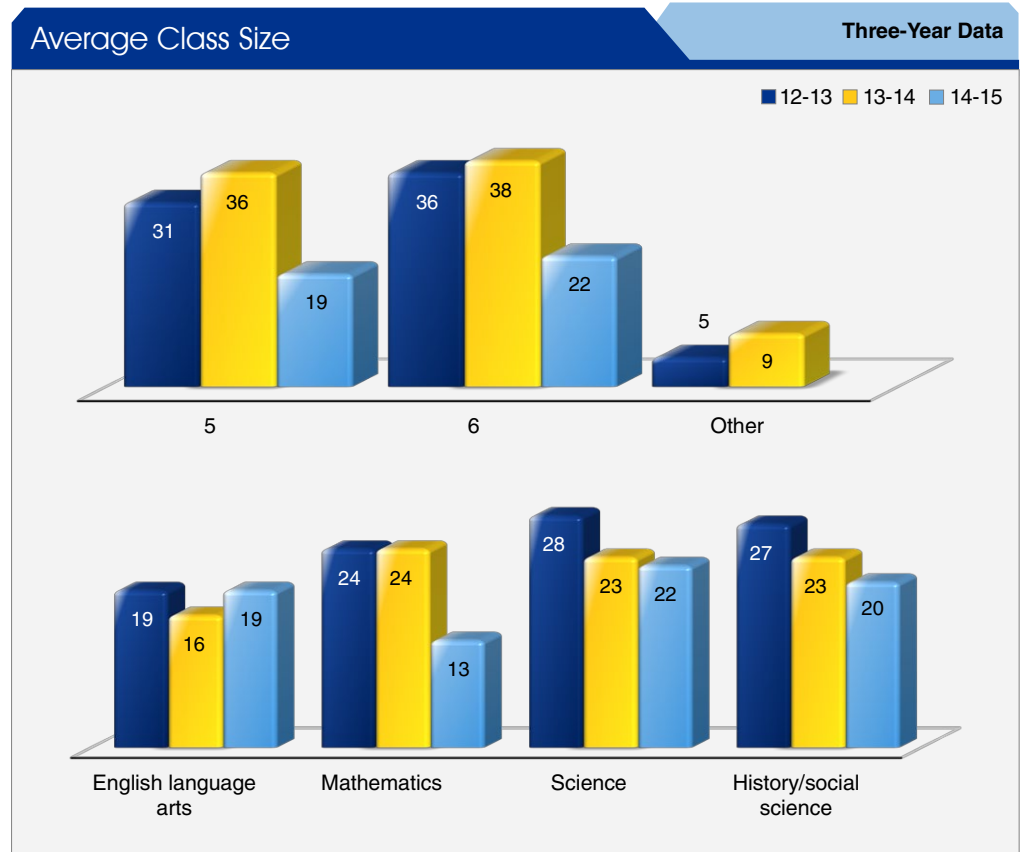


*"We aspire to create productive citizens who go on to positively impact the world we live in."*



## Class Size Distribution

The bar graphs display the three-year data for average class size and the table displays the three-year data for the number of classrooms by size.



Number of Classrooms by Size							Three-Year Data		
Grade	2012-13			2013-14			2014-15		
	1-20	21-32	33+	1-20	21-32	33+	1-20	21-32	33+
5		5	1		12	4	1	4	
6	4	7	3	4	6	3	3	4	
Other	1			1					
Subject	Number of Students								
	1-22	23-32	33+	1-22	23-32	33+	1-22	23-32	33+
English language arts	9	6		12	4		8	3	
Mathematics	3	6		3	5		3		
Science	1	6	1	4	4		4	4	
History/social science	1	7		4	4		7	2	

## Adequate Yearly Progress

The federal Elementary and Secondary Education Act (ESEA) requires all schools and districts meet Adequate Yearly Progress (AYP) requirements. California public schools and districts are required to meet or exceed criteria in the following four target areas:

- Participation rate on statewide assessments in English language arts and mathematics
- Percentage of students scoring proficient on statewide assessments in English language arts and mathematics
- Attendance rates for schools with enrollment in Transitional Kindergarten through grade eight (TK-8)
- Graduation rate for high schools

The table displays whether or not the school, district, and state met each of the AYP criteria and made overall AYP for 2014-15. For more information, visit [www.cde.ca.gov/ta/ac/ay](http://www.cde.ca.gov/ta/ac/ay).

Adequate Yearly Progress Criteria		2014-15 School Year		
	Washington MS	Cloverdale USD	California	
<b>Met overall AYP</b>	Yes	Yes	Yes	
<b>Met participation rate:</b>				
<b>English language arts</b>	Yes	Yes	Yes	
<b>Mathematics</b>	Yes	Yes	Yes	
<b>Met percent proficient:</b>				
<b>English language arts</b>	■	■	■	
<b>Mathematics</b>	■	■	■	
<b>Met attendance rates</b>	Yes	Yes	Yes	
<b>Met graduation rate</b>	○	Yes	Yes	

## Federal Intervention Program

Schools and districts receiving Title I funding that fail to meet AYP over two consecutive years in the same content area (English language arts or mathematics) or on the same indicator enter into Program Improvement (PI). Each additional year that the district or school(s) do not meet AYP results in advancement to the next level of intervention. The percentage of schools identified for Program Improvement is calculated by taking the number of schools currently in PI within the district and dividing it by the total number of Title I schools within the district.

This table displays the 2015-16 Program Improvement status for the school and district. For detailed information about PI identification, please visit [www.cde.ca.gov/ta/ac/ay/tidetermine.asp](http://www.cde.ca.gov/ta/ac/ay/tidetermine.asp).

Federal Intervention Program		2015-16 School Year	
	Washington MS	Cloverdale USD	
<b>Program Improvement status</b>	Not In PI	In PI	
<b>First year of Program Improvement</b>	◇	2013-2014	
<b>Year in Program Improvement</b>	◇	Year 1	
<b>Number of Title I schools currently in Program Improvement</b>		0	
<b>Percentage of Title I schools currently in Program Improvement</b>		0.00%	

■ Not applicable. Due to the transition to the Smarter Balanced Summative Assessments, the U.S. Department of Education approved the California Department of Education's waiver request to exclude the percent proficient results from AYP determinations. For more information on the AYP reports, please visit <http://data1.cde.ca.gov/dataquest/>.

○ Not applicable. This AYP indicator is only applicable for high schools.

◇ Not applicable. The school is not in Program Improvement.



## Goals for Washington Middle School

- Provide quality instruction and services
- Seek the most effective use of resources and people
- Invite family participation in developing programs and policies

## School Safety

Student safety is a main focus at Washington School. Washington updated its school safety plan in February 2016. Each year, the school safety committee meets to discuss any necessary revisions to the plan. Volunteers and community members sign in at the office upon arrival and are given a visitor badge to wear while on campus. Each month, students and staff participate in safety drills to ensure that everyone knows what is expected in the event of an emergency. Staff members are each provided with a clipboard that carries pertinent information in case of emergency. Each teacher carries class rosters and procedural information for a variety of emergencies such as fire, earthquake, lockdown and bomb threat. Evacuation maps are posted in each classroom and building.



## California Assessment of Student Performance and Progress/Standardized Testing and Reporting Results

Beginning in the 2013-14 school year, the Standardized Testing and Reporting (STAR) Program was eliminated and replaced by a new set of assessments called the California Assessment of Student Performance and Progress (CAASPP).

For the 2015 school year, the CAASSP included a mix of online and paper-pencil assessments. The online component contained the Smarter Balanced English language arts/literacy and mathematics tests. The paper-pencil science assessments of CAASPP included the California Standards Test (CST), California Modified Assessment (CMA) and California Alternate Performance Assessment (CAPA). There was also the optional Standards-based Tests in Spanish for reading/language arts.

The CST is a multiple-choice test in science for varying grade levels. The CMA is a modified assessment for students with disabilities who have an Individualized Education Plan (IEP). The CAPA is an alternate assessment for students with significant cognitive disabilities who are unable to take the CST with accommodations or modifications or the CMA with accommodations.

For more information on the CAASPP assessments, please visit [www.cde.ca.gov/ta/tg/ca](http://www.cde.ca.gov/ta/tg/ca).

### CAASPP by Student Group: English Language Arts and Mathematics

The tables on the following pages display the information on student achievement at each performance level in English language arts and mathematics for the school by student groups for grades 5-8.

Levels of achievement include:

- Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Note: The number of students tested includes students who did not receive a score. However, the number of students tested is not the number that was used to calculate the performance level percentages. The performance level percentages are calculated using students with scores.

## California Standards Tests for All Students: Science (grades 5, 8 and 10)

The tables show the percentage of students in grades 5, 8 and 10 who scored at Proficient or Advanced levels (meeting or exceeding state standards) in science.

Students Scoring at Proficient or Advanced Levels							Three-Year Data		
	Washington MS			Cloverdale USD			California		
Subject	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
<b>Science</b>	46%	49%	40%	50%	49%	44%	59%	60%	56%

## California Standards Tests Results by Student Group: Science (grades 5, 8 and 10)

Students Scoring at Proficient or Advanced Levels		2014-15 School Year
Group	Science	
<b>All students in the district</b>	44%	
<b>All students at the school</b>	40%	
<b>Male</b>	45%	
<b>Female</b>	35%	
<b>Black or African-American</b>	❖	
<b>American Indian or Alaska Native</b>	❖	
<b>Asian</b>	❖	
<b>Filipino</b>	❖	
<b>Hispanic or Latino</b>	35%	
<b>Native Hawaiian or Pacific Islander</b>	❖	
<b>White</b>	54%	
<b>Two or more races</b>	❖	
<b>Socioeconomically disadvantaged</b>	35%	
<b>English learners</b>	13%	
<b>Students with disabilities</b>	❖	
<b>Students receiving Migrant Education services</b>	❖	
<b>Foster youth</b>	◇	

## California Assessment of Student Performance and Progress Results for All Students (grades 3-8 and 11)

The table below shows the percentage of students meeting or exceeding the state standards in English language arts/literacy and mathematics.

Percentage of Students Meeting or Exceeding State Standards			2014-15 School Year
Subject	Washington MS	Cloverdale USD	California
<b>English language arts/literacy</b>	28%	33%	44%
<b>Mathematics</b>	23%	26%	33%

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 5

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	103	100	97.1%	57%	23%	13%	7%
Male		49	47.6%	69%	14%	12%	4%
Female		51	49.5%	45%	31%	14%	10%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		68	66.0%	60%	25%	13%	1%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		26	25.2%	50%	15%	15%	19%
Two or more races		4	3.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		77	74.8%	61%	23%	12%	4%
English learners		36	35.0%	78%	19%	3%	0%
Students with disabilities		6	5.8%	❖	❖	❖	❖
Students receiving Migrant Education services		4	3.9%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 5	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	103	101	98.1%	58%	25%	13%	4%
Male		49	47.6%	59%	29%	10%	2%
Female		52	50.5%	58%	21%	15%	6%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		0	0.0%	❖	❖	❖	❖
Asian		1	1.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		69	67.0%	61%	26%	12%	1%
Native Hawaiian or Pacific Islander		1	1.0%	❖	❖	❖	❖
White		26	25.2%	46%	27%	15%	12%
Two or more races		4	3.9%	❖	❖	❖	❖
Socioeconomically disadvantaged		78	75.7%	60%	28%	10%	1%
English learners		36	35.0%	72%	22%	6%	0%
Students with disabilities		6	5.8%	❖	❖	❖	❖
Students receiving Migrant Education services		4	3.9%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 6

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	119	118	99.2%	37%	33%	21%	6%
Male		56	47.1%	43%	29%	21%	4%
Female		62	52.1%	32%	37%	21%	8%
Black or African-American		1	0.8%	✦	✦	✦	✦
American Indian or Alaska Native		2	1.7%	✦	✦	✦	✦
Asian		1	0.8%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		71	59.7%	46%	34%	17%	3%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		37	31.1%	24%	38%	22%	14%
Two or more races		4	3.4%	✦	✦	✦	✦
Socioeconomically disadvantaged		85	71.4%	44%	29%	20%	4%
English learners		39	32.8%	67%	31%	3%	0%
Students with disabilities		10	8.4%	✦	✦	✦	✦
Students receiving Migrant Education services		11	9.2%	73%	9%	18%	0%
Foster youth		◇	◇	◇	◇	◇	◇
Mathematics: Grade 6	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group				Level 1	Level 2	Level 3	Level 4
All students	119	118	99.2%	47%	32%	16%	3%
Male		56	47.1%	45%	38%	14%	4%
Female		62	52.1%	50%	27%	18%	3%
Black or African-American		1	0.8%	✦	✦	✦	✦
American Indian or Alaska Native		2	1.7%	✦	✦	✦	✦
Asian		1	0.8%	✦	✦	✦	✦
Filipino		0	0.0%	✦	✦	✦	✦
Hispanic or Latino		72	60.5%	57%	31%	13%	0%
Native Hawaiian or Pacific Islander		0	0.0%	✦	✦	✦	✦
White		36	30.3%	31%	36%	25%	8%
Two or more races		4	3.4%	✦	✦	✦	✦
Socioeconomically disadvantaged		85	71.4%	52%	29%	16%	1%
English learners		40	33.6%	85%	15%	0%	0%
Students with disabilities		10	8.4%	✦	✦	✦	✦
Students receiving Migrant Education services		11	9.2%	73%	9%	18%	0%
Foster youth		◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

✦ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.



## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 7

Students Achieving at Each Performance Level				2014-15 School Year			
English Language Arts: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	97	94	96.9%	37%	28%	31%	2%
Male		52	53.6%	46%	25%	23%	4%
Female		42	43.3%	26%	31%	40%	0%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		46	47.4%	50%	22%	22%	2%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	45.4%	25%	34%	39%	2%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		60	61.9%	47%	23%	23%	3%
English learners		21	21.6%	81%	10%	5%	0%
Students with disabilities		11	11.3%	73%	9%	9%	0%
Students receiving Migrant Education services		4	4.1%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖
Mathematics: Grade 7				Percent Achievement			
Group	Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Level 1	Level 2	Level 3	Level 4
All students	97	94	96.9%	37%	35%	21%	6%
Male		52	53.6%	44%	29%	19%	8%
Female		42	43.3%	29%	43%	24%	5%
Black or African-American		0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native		1	1.0%	❖	❖	❖	❖
Asian		0	0.0%	❖	❖	❖	❖
Filipino		0	0.0%	❖	❖	❖	❖
Hispanic or Latino		46	47.4%	43%	41%	13%	2%
Native Hawaiian or Pacific Islander		0	0.0%	❖	❖	❖	❖
White		44	45.4%	32%	30%	30%	9%
Two or more races		3	3.1%	❖	❖	❖	❖
Socioeconomically disadvantaged		60	61.9%	40%	37%	18%	5%
English learners		21	21.6%	71%	24%	5%	0%
Students with disabilities		11	11.3%	73%	27%	0%	0%
Students receiving Migrant Education services		4	4.1%	❖	❖	❖	❖
Foster youth		❖	❖	❖	❖	❖	❖

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

❖ Information is not available at this time.

## CAASPP Results by Student Group: English Language Arts and Mathematics - Grade 8

Students Achieving at Each Performance Level				2014-15 School Year				
English Language Arts: Grade 8		Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group					Level 1	Level 2	Level 3	Level 4
All students		88	86	97.7%	17%	50%	26%	6%
Male			39	44.3%	26%	49%	23%	3%
Female			47	53.4%	11%	51%	28%	9%
Black or African-American			0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native			4	4.5%	❖	❖	❖	❖
Asian			0	0.0%	❖	❖	❖	❖
Filipino			0	0.0%	❖	❖	❖	❖
Hispanic or Latino			46	52.3%	24%	43%	30%	2%
Native Hawaiian or Pacific Islander			1	1.1%	❖	❖	❖	❖
White			35	39.8%	9%	54%	23%	11%
Two or more races			0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged			58	65.9%	21%	48%	28%	3%
English learners			16	18.2%	44%	56%	0%	0%
Students with disabilities			4	4.5%	❖	❖	❖	❖
Students receiving Migrant Education services			4	4.5%	❖	❖	❖	❖
Foster youth			◇	◇	◇	◇	◇	◇
Mathematics: Grade 8		Total Enrollment	Number Tested	Percentage Tested of Total Enrollment	Percent Achievement			
Group					Level 1	Level 2	Level 3	Level 4
All students		88	85	96.6%	38%	32%	19%	12%
Male			39	44.3%	36%	28%	23%	13%
Female			46	52.3%	39%	35%	15%	11%
Black or African-American			0	0.0%	❖	❖	❖	❖
American Indian or Alaska Native			4	4.5%	❖	❖	❖	❖
Asian			0	0.0%	❖	❖	❖	❖
Filipino			0	0.0%	❖	❖	❖	❖
Hispanic or Latino			46	52.3%	41%	37%	15%	7%
Native Hawaiian or Pacific Islander			1	1.1%	❖	❖	❖	❖
White			34	38.6%	29%	24%	26%	21%
Two or more races			0	0.0%	❖	❖	❖	❖
Socioeconomically disadvantaged			58	65.9%	43%	33%	17%	7%
English learners			16	18.2%	50%	38%	13%	0%
Students with disabilities			3	3.4%	❖	❖	❖	❖
Students receiving Migrant Education services			4	4.5%	❖	❖	❖	❖
Foster youth			◇	◇	◇	◇	◇	◇

Level 1 = Standard not met    Level 2 = Standard nearly met    Level 3 = Standard met    Level 4 = Standard exceeded

❖ Scores are not shown when the number of students tested is 10 or fewer, either because the number of students tested in this category is too small for statistical accuracy or to protect student privacy.

◇ Information is not available at this time.

## Textbooks and Instructional Materials

Describe the quality and currency of textbooks and other instructional materials. (Are they adopted from the most recent state-approved or local governing-board-approved lists? Are they consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education? Does every student have access to his or her own textbook and instructional materials?)

Did the district affirm that each pupil, including English learners, has his or her own textbook to use in class and to take home?

Textbooks and Instructional Materials List		2015-16 School Year
Subject	Textbook	Adopted
English language arts	X	X
Mathematics	X	X
Science	X	X
History/social science	X	X

## Availability of Textbooks and Instructional Materials

The following lists the percentage of pupils who lack their own assigned textbooks and instructional materials.

Percentage of Students Lacking Materials by Subject		2015-16 School Year
Washington MS	Percentage Lacking	
Reading/language arts	0%	
Mathematics	0%	
Science	0%	
History/social science	0%	
Visual and performing arts	0%	
Foreign language	◇	
Health	0%	

## Quality of Textbooks

The following table outlines the criteria required for choosing textbooks and instructional materials.

Quality of Textbooks		2015-16 School Year
Criteria	Yes/No	
Are the textbooks adopted from the most recent state-approved or local governing-board-approved list?	X	
Are the textbooks consistent with the content and cycles of the curriculum frameworks adopted by the State Board of Education?	X	
Do all students, including English learners, have access to their own textbooks and instructional materials to use in class and to take home?	X	

◇ Not applicable.

## Currency of Textbook Data

This table displays the date when the textbook and instructional materials information was collected and verified.

Currency of Textbooks	
2015-16 School Year	
Data collection date	X

## California Physical Fitness Test

Each spring, all students in grades 5, 7 and 9 are required to participate in the California Physical Fitness Test (PFT). The Fitnessgram® is the designated PFT for students in California public schools put forth by the State Board of Education. The PFT measures six key fitness areas:

1. Aerobic Capacity
2. Body Composition
3. Flexibility
4. Abdominal Strength and Endurance
5. Upper Body Strength and Endurance
6. Trunk Extensor Strength and Flexibility

Encouraging and assisting students in establishing lifelong habits of regular physical activity is the primary goal of the Fitnessgram. The table shows the percentage of students meeting the fitness standards of being in the "healthy fitness zone" for the most recent testing period. For more detailed information on the California PFT, please visit [www.cde.ca.gov/ta/tg/pf](http://www.cde.ca.gov/ta/tg/pf).

Percentage of Students Meeting Fitness Standards	
2014-15 School Year	
Grade 5	
Four of six standards	16.0%
Five of six standards	22.0%
Six of six standards	24.0%
Grade 7	
Four of six standards	16.7%
Five of six standards	27.1%
Six of six standards	28.1%

## School Facilities

Washington School's buildings are in good condition following recent bond measure renovations and upgrades. During the preceding summer and the early months of the 2015-16 school year, Washington School received extensive landscaping and exterior improvements. This included decomposed granite walkways and drought-tolerant plantings, a new digital sign to announce events, and installation of a solar field to defray energy costs.

We are fortunate to have 19 permanent classrooms, six portables, a computer lab, library media center, multipurpose room (kitchen, cafeteria, court and stage), and ample outdoor playgrounds and fields to meet all of our academic and recreational needs.

Our two full-time custodial staff members work with district maintenance staff to keep all facilities clean and in good repair, using an electronic maintenance request system for reporting any condition needing attention. Teachers, classified staff, our counselor and administrators supervise students at all times to maintain the safest possible environment. Finally, security camera modernization during the 2015-16 school year allows staff to investigate incidents when necessary.



## Types of Services Funded

Washington School uses its site funds to ensure that all students have textbooks. We use our site funds for after-school tutorial classes; teacher supplies; and to replace and update textbooks, novels, P.E. equipment, and science equipment. The site funds are also used to supplement our antibullying program and provide prevention classes focusing on self-esteem and antibullying.

## School Facility Items Inspected

The tables show the results of the school's most recent inspection using the Facility Inspection Tool (FIT) or equivalent school form. The following is a list of items inspected.

- **Systems:** Gas systems and pipes, sewer, mechanical systems (heating, ventilation and air-conditioning)
- **Interior:** Interior surfaces (floors, ceilings, walls and window casings)
- **Cleanliness:** Pest/vermin control, overall cleanliness (school grounds, buildings, rooms and common areas)
- **Electrical:** Electrical systems (interior and exterior)
- **Restrooms/fountains:** Restrooms, sinks and drinking fountains (interior and exterior)
- **Safety:** Fire-safety equipment, emergency systems, hazardous materials (interior and exterior)
- **Structural:** Structural condition, roofs
- **External:** Windows/doors/gates/fences, playgrounds/school grounds

## School Facility Good Repair Status

This inspection determines the school facility's good repair status using ratings of good condition, fair condition or poor condition. The overall summary of facility conditions uses ratings of exemplary, good, fair or poor.

School Facility Good Repair Status		2015-16 School Year	
Items Inspected	Repair Status	Items Inspected	Repair Status
Systems	X	Restrooms/fountains	X
Interior	X	Safety	X
Cleanliness	X	Structural	X
Electrical	X	External	X
Overall summary of facility conditions			X
Date of the most recent school site inspection			X
Date of the most recent completion of the inspection form			X

## Deficiencies and Repairs

The table lists the repairs required for all deficiencies found during the site inspection. Regardless of each item's repair status, all deficiencies are listed.

Deficiencies and Repairs		2015-16 School Year
Items Inspected	Deficiencies, Action Taken or Planned, and Date of Action	
Systems	X	
Interior	X	
Cleanliness	X	
Electrical	X	
Restrooms/fountains	X	
Safety	X	
Structural	X	
External	X	

## Teacher Qualifications

This table shows information about teacher credentials and teacher qualifications. Teachers without a full credential include teachers with district and university internships, pre-internships, emergency or other permits, and waivers. For more information on teacher credentials, visit [www.ctc.ca.gov](http://www.ctc.ca.gov).

Teacher Credential Information	Three-Year Data			
	Cloverdale USD	Washington MS		
Teachers	15-16	13-14	14-15	15-16
With full credential	75	20	21	22
Without full credential	2	0	0	0
Teaching outside subject area of competence (with full credential)	2	0	0	1

## Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Please note total teacher misassignments includes the number of teacher misassignments of English learners.

Teacher Misassignments and Vacant Teacher Positions	Three-Year Data		
	Washington MS		
Teachers	13-14	14-15	15-16
Teacher misassignments of English learners	0	0	0
Total teacher misassignments	0	0	1
Vacant teacher positions	0	7	0

## Core Academic Classes Taught by Highly Qualified Teachers

The No Child Left Behind Act (NCLB) extended the Elementary and Secondary Education Act (ESEA) to require that core academic subjects be taught by "highly qualified" teachers, defined as having at least a bachelor's degree, an appropriate California teaching credential, and demonstrated competence for each core academic subject area he or she teaches. The table displays data regarding highly qualified teachers from the 2014-15 school year.

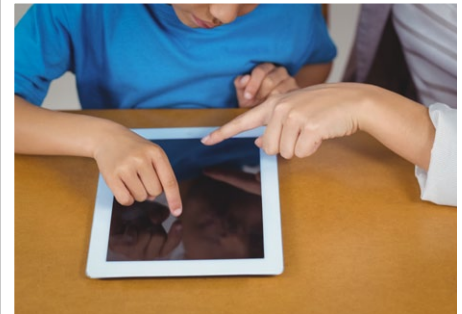
High-poverty schools are defined as those schools with student participation of approximately 40 percent or more in the free and reduced-priced meals program. Low-poverty schools are those with student participation of approximately 39 percent or less in the free and reduced-priced meals program. For more information on teacher qualifications related to NCLB, visit [www.cde.ca.gov/nclb/sr/tq](http://www.cde.ca.gov/nclb/sr/tq).

No Child Left Behind Compliant Teachers	2014-15 School Year	
	Percentage of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
Washington MS	100.00%	0.00%
All schools in district	100.00%	0.00%
High-poverty schools in district	100.00%	0.00%
Low-poverty schools in district	✧	✧

✧ Not applicable.

## Public 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-serve basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available at a workstation and the ability to print documents.



## Academic Counselors and School Support Staff

This table displays information about academic counselors and support staff at the school and their full-time equivalent (FTE).

### Academic Counselors and School Support Staff Data

#### 2014-15 School Year

Academic Counselors	
FTE of academic counselors	0.2
Average number of students per academic counselor	200
Support Staff	
Social/behavioral or career development counselors	0.8
Library media teacher (librarian)	0.0
Library media services staff (paraprofessional)	0.5
Psychologist	0.2
Social worker	0.0
Nurse	0.0
Speech/language/hearing specialist	0.2
Resource specialist (nonteaching)	0.0

## School Financial Data

The following table displays the school's average teacher salary and a breakdown of the school's expenditures per pupil from unrestricted and restricted sources.

School Financial Data	
2013-14 Fiscal Year	
Total expenditures per pupil	X
Expenditures per pupil from restricted sources	X
Expenditures per pupil from unrestricted sources	X
Annual average teacher salary	X

## Financial Data

The financial data displayed in this SARC is from the 2013-14 fiscal year. The most current fiscal information available provided by the state is always two years behind the current school year and one year behind most other data included in this report. For detailed information on school expenditures for all districts in California, see the California Department of Education (CDE) Current Expense of Education & Per-pupil Spending Web page at [www.cde.ca.gov/ds/fd/ec](http://www.cde.ca.gov/ds/fd/ec). For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at [www.cde.ca.gov/ds/fd/cs](http://www.cde.ca.gov/ds/fd/cs). To look up expenditures and salaries for a specific school district, see the Ed-Data website at [www.ed-data.org](http://www.ed-data.org).

## District Financial Data

This table displays district teacher and administrative salary information and compares the figures to the state averages for districts of the same type and size based on the salary schedule. Note: The district salary data does not include benefits.

District Salary Data	2013-14 Fiscal Year	
	Cloverdale USD	Similar Sized District
Beginning teacher salary	\$39,213	\$38,953
Midrange teacher salary	\$59,381	\$57,103
Highest teacher salary	\$73,956	\$74,127
Average elementary school principal salary	\$86,464	\$90,225
Average middle school principal salary	\$92,054	\$98,146
Average high school principal salary	\$96,096	\$97,758
Superintendent salary	\$158,944	\$117,803
Teacher salaries: percentage of budget	38%	34%
Administrative salaries: percentage of budget	7%	7%

## Expenditures Per Pupil

Supplemental/restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted. Basic/unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

## Financial Data Comparison

This table displays the school's per-pupil expenditures from unrestricted sources and the school's average teacher salary and compares it to the district and state data.

Financial Data Comparison	2013-14 Fiscal Year	
	Expenditures Per Pupil From Unrestricted Sources	Annual Average Teacher Salary
Washington MS	X	X
Cloverdale USD	X	X
California	\$5,348	\$59,460
School and district: percentage difference	X	X
School and California: percentage difference	X	X



# Local Control Accountability Plan (LCAP) Requirements Aligned in Your SARC

The tables below outline the state priority areas that are included in the School Accountability Report Card.

## Conditions of Learning

The table below describes information in the SARC that is relevant to the Basic State Priority (Priority 1).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Conditions of Learning</b>	
<b>State Priority: Basic</b>	
Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching. Education Code (EC) § 52060 (d)(1)	
Pupils have access to standards-aligned instructional materials. EC § 52060 (d)(1)	
School facilities are maintained in good repair. EC § 52060 (d)(1)	

## Pupil Outcomes

The table below describes information in the SARC that is relevant to Pupil Achievement State Priority (Priority 4) and Other Pupil Outcomes State Priority (Priority 8).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Pupil Outcomes</b>	
<b>State Priority: Pupil Achievements</b>	
Statewide assessments (e.g., California Assessment of Student Performance and Progress). EC § 52060 (d)(4)(A)	
The Academic Performance Index. EC § 52060 (d)(4)(B)	
The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and California State University, or career technical education sequences or programs of study. EC § 52060 (d)(4)(C)	
<b>State Priority: Other Pupil Outcomes</b>	
Pupil outcomes in subject areas such as English, mathematics, social sciences, science, visual and performing arts, health, physical education, career technical education, and other studies prescribed by the governing board. <sup>1</sup> EC § 52060 (d)(8)	

## Engagement

The table below describes information in the SARC that is relevant to the Parental Involvement State Priority (Priority 3), Pupil Engagement State Priority (Priority 5) and School Climate State Priority (Priority 6).

Local Control Accountability Plan Requirements	Alignment Between State Priority Areas and the SARC
<b>Engagement</b>	
<b>State Priority: Parent Involvement</b>	
Efforts the school district makes to seek parent input in making decisions for the school district and each school site. EC § 52060 (d)(3)	
<b>State Priority: Pupil Engagement</b>	
High school dropout rates. EC § 52060 (d)(5)(D)	
High school graduation rates. EC § 52060 (d)(5)(E)	
<b>State Priority: School Climate</b>	
Pupil suspension rates. EC § 52060 (d)(6)(A)	
Pupil expulsion rates. EC § 52060 (d)(6)(B)	
Other local measures including surveys of students, parents and teachers on the sense of safety and school connectedness. <sup>2</sup> EC § 52060 (d)(6)(C)	

**Note:** State Priority 2 and 7 are not required in the SARC, as well as certain portions of Priority 4 and 5. For detailed information about LCAP and frequently asked questions, please visit [www.cde.ca.gov/fg/aa/lc/lcfaq.asp](http://www.cde.ca.gov/fg/aa/lc/lcfaq.asp).

<sup>1</sup> English, mathematics and physical education are the only subject areas included in Other Pupil Outcomes (Priority 8) that are reflected in the SARC.

<sup>2</sup> The school safety plan is the only other local measure of School Climate (Priority 6) that is reflected in the SARC.

Data for this year's SARC was provided by the California Department of Education (CDE), school and district offices. For additional information on California schools and districts and comparisons of the school to the district, the county and the state, please visit DataQuest at <http://data1.cde.ca.gov/dataquest>. DataQuest is an online resource that provides reports for accountability, test data, enrollment, graduates, dropouts, course enrollments, staffing and data regarding English learners. Per Education Code Section 35256, each school district shall make hard copies of its annually updated report card available, upon request, on or before February 1 of each year.

All data accurate as of December 2015.

## School Accountability Report Card

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