

# Mattie Washburn School

## School Accountability Report Card

### Reported Using Data from the 2016-17 School Year

#### Published During 2017-18

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

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

#### **DataQuest**

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

#### **Internet Access**

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

## **About This School**

#### **Contact Information (School Year 2017-18)**

<b>School Contact Information</b>	
<b>School Name</b>	Mattie Washburn School
<b>Street</b>	75 Pleasant Ave Santa Rosa 95403
<b>City, State, Zip</b>	Santa Rosa, CA 95403-1130
<b>Phone Number</b>	707-837-7727
<b>Principal</b>	Benita Jones
<b>E-mail Address</b>	<a href="mailto:bjones@wusd.org">bjones@wusd.org</a>
<b>Web Site</b>	<a href="http://www.wusd.org">http://www.wusd.org</a>
<b>CDS Code</b>	49753586110993

<b>District Contact Information</b>	
<b>District Name</b>	Windsor Unified School District
<b>Phone Number</b>	707 837-7701
<b>Superintendent</b>	Brandon Krueger
<b>E-mail Address</b>	bkrueger@wusd.org
<b>Web Site</b>	<a href="http://www.wusd.org">http://www.wusd.org</a>

### School Description and Mission Statement (School Year 2017-18)

Windsor Unified School District offers instruction in grade-level clusters (groups). Our school is fortunate to serve the transitional kindergarten, kindergarten and first grade students for the district. This unique cluster gives us the opportunity to offer an exclusive primary campus for young children that is safe and secure. The Mattie Washburn staff is dedicated to providing a strong academic foundation for its students. Our students learn beginning study habits and form skills that will help them develop into strong academic learners, which we hope will stay with them throughout their school career. An active student study team and an early intervention team ensures that all students receive the help they need to become successful learners. We offer transitional kindergarten and kindergarten students a full-day extended program in order to maintain high academic standards and provide activities to support both their social and emotional needs.

It is the mission of the Windsor Unified School District to provide a supportive and nurturing environment for all students. Students shall acquire the basic skills of knowledge, along with the thinking skills needed for problem-solving and decision-making relevant to a changing world.

Windsor students shall exhibit personal and social maturity through responsible behavior, developed from understanding and respect for the diversity of all life, and a genuine caring for others.

### Student Enrollment by Grade Level (School Year 2016-17)

<b>Grade Level</b>	<b>Number of Students</b>
<b>Kindergarten</b>	274
<b>Grade 1</b>	201
<b>Total Enrollment</b>	475

### Student Enrollment by Group (School Year 2016-17)

<b>Student Group</b>	<b>Percent of Total Enrollment</b>
<b>Black or African American</b>	0.4
<b>American Indian or Alaska Native</b>	0.8
<b>Asian</b>	1.1
<b>Filipino</b>	0
<b>Hispanic or Latino</b>	46.3
<b>Native Hawaiian or Pacific Islander</b>	0.2
<b>White</b>	45.3
<b>Two or More Races</b>	5.5
<b>Socioeconomically Disadvantaged</b>	38.9
<b>English Learners</b>	23.2
<b>Students with Disabilities</b>	12.8
<b>Foster Youth</b>	0.2

## A. Conditions of Learning

### State Priority: Basic

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

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

### Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	21		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

### Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	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.

### Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2017-18)

Year and month in which data were collected: May 2017

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	ReadyGen by Pearson / OWL ( Opening the World of Learning) Literacy Program by Pearson	Yes	0.0
Mathematics	Bridges Math Program by the Learning Center	Yes	0.0
Science	Macmillan/McGraw Hill Science	Yes	0.0
History-Social Science	Harcourt Reflections: CA Series	Yes	0.0

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

Mattie Washburn School opened in 1993. Our school consists of 30 buildings. We have a multi use room that houses our school library and a full gym and kitchen facilities. We realize that the physical quality of our school buildings influence learning and teaching. We are proud of Mattie Washburn School and strive to maintain and improve the buildings and grounds. A bus turnaround area provides a safe place for students to load and unload the buses. A drop off and pick up area in the front of the school is staffed with school personnel so that parents can easily dropped off or pick up their student without having to park. Our school librarian is on site five days a week. Teachers bring their classes to the library once a week so students can check out books. Two book fairs a year bring in additional revenue for the library, which allows the librarian to update and add to our collection each year. Because we are a primary school, the library is filled with fun works of literature to introduce the beginning reader to the joy of reading. All classrooms have access to iPads or Chrome Books for student and teacher use. All classrooms, the office, and the staff room have access to a wireless network. Central laser printers provide quality printing over a wireless network. Each classroom uses Lexia reading software to enhance reading skills. All classrooms have access for online attendance and data collection. Classrooms have light cleaning (trash pick-up, spill clean-up, etc.) each evening and are vacuumed and mopped every other night. The evening custodial staff consists of a six hour custodian and four hour custodian who work each evening. A full-time daytime custodian cleans support classrooms and sets up and cleans up for two lunch and snack periods a day. She is also on campus for emergency clean ups due to spills. School maintenance, such as repair support and cleaning and maintaining of air and heat systems, is completed by the district staff . In addition, there is a full-time electrician and a weekly grounds keeper. Yard duty staff are hired and trained at the school site.

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

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

<b>School Facility Good Repair Status (Most Recent Year)</b>				
<b>Year and month of the most recent FIT report: October 2017</b>				
<b>System Inspected</b>	<b>Repair Status</b>			<b>Repair Needed and Action Taken or Planned</b>
	<b>Good</b>	<b>Fair</b>	<b>Poor</b>	
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces		X		Stained ceiling tiles need replaced, old carpeting
<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		Outside gutters need to be painted or replaced, Some dry-rot on outside wood borders, Outside painting of buildings needed
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Ashpalt has large spider cracks, Lunch area tree boxes have dry rot & need repair

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

<b>Year and month of the most recent FIT report: October 2017</b>				
<b>Overall Rating</b>	<b>Exemplary</b>	<b>Good</b>	<b>Fair</b>	<b>Poor</b>
				X

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

### CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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 Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2016-17)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group  
Grades Three through Eight and Grade Eleven (School Year 2016-17)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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 all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students  
Grades Five, Eight, and Ten**

Subject	Percent of Students Scoring at Proficient or Advanced					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)						

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

Note: The 2016-17 data are not available. The California Department of Education is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The new California Science Test (CAST) was piloted in spring 2017. The CST and CMA for Science will no longer be administered.

**Career Technical Education Participation (School Year 2016-17)**

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma	
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	

**Courses for University of California (UC) and/or California State University (CSU) Admission**

UC/CSU Course Measure	Percent
2016-17 Pupils Enrolled in Courses Required for UC/CSU Admission	
2015-16 Graduates Who Completed All Courses Required for UC/CSU Admission	

**State Priority: Other Pupil Outcomes**

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

**California Physical Fitness Test Results (School Year 2016-17)**

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 State priority: Parental Involvement (Priority 3):

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

#### Opportunities for Parental Involvement (School Year 2017-18)

We are fortunate to have two active parents groups working with us at Mattie; Windsor Educational Foundation and CStar provide financial and volunteer support throughout the year. Many major fund-raisers provide funds for classroom supplies and support school activities. A volunteer coordinator oversees and trains all volunteers and organizes all special activities. She also works closely with the high school to provide those students opportunities for community service hours. An onsite daycare for the siblings of children in the school gives parents the ability to volunteer in their children's classroom. We have a very active volunteer program with over 100 volunteers (parents, grandparents, high school students and community members who volunteer each week. The contact person for parent involvement is Pam Romero, our volunteer coordinator.

A strong Site Council, consisting of parents and staff members, review and revise the School Site Plan and the School Safety Plan and provide input for the district LCAP.

### State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate							11.5	10.7	9.7
Graduation Rate							80.95	82.27	83.77

### State Priority: School Climate

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

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

#### Suspensions and Expulsions

Rate	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions									
Expulsions									

#### School Safety Plan (School Year 2017-18)

Our school has a comprehensive School Safety Plan that is approved each year by the School Site Council. The plan includes a disaster procedures, child-abuse reporting procedures, school wide rules and procedures for discipline and dress code, policies on suspension and expulsion, a sexual harassment policy, procedures for pupils who are arriving or departing, and other safety strategies and programs. The safety plan also includes methods for implementing school safety procedures. This plan is updated yearly. The School Safety Plan was last reviewed, updated, and discussed with the school faculty in January 2018.

## 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.

### Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement*	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	2
Percent of Schools Currently in Program Improvement	N/A	50

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

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

Grade Level	2014-15				2015-16				2016-17			
	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	19	13	2		21	3	11		23		12	
1	20	6	4		20	5	4		22	1	8	

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

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

Subject	2014-15				2015-16				2016-17			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English												
Mathematics												
Science												
Social Science												

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

### Academic Counselors and Other Support Staff (School Year 2016-17)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	489.0
Counselor (Social/Behavioral or Career Development)	1.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	1.0	N/A
Psychologist	1.0	N/A
Social Worker	0.0	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist	1.0	N/A
Other	1.0	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 2015-16)**

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	9986	3215	6771	62965
District	N/A	N/A	6771	\$62,410
Percent Difference: School Site and District	N/A	N/A	0.0	0.9
State	N/A	N/A	\$6,574	\$69,649
Percent Difference: School Site and State	N/A	N/A	3.0	-10.1

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

**Types of Services Funded (Fiscal Year 2016-17)**

Our school is able to support programs using funds provided through the district with general funding and lottery funds. They provide support staff, librarian and yard duty supervisors to assist students. Chapter 1 funding provides additional reading support through para-professional reading assistants and intervention teacher. We receive many generous donations from our parent groups. Windsor Educational Foundation and community businesses.. These local donations have allowed us to secure quality technology, athletic equipment, and other items not covered by the district budget.

**Teacher and Administrative Salaries (Fiscal Year 2015-16)**

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$42,776	\$44,144
Mid-Range Teacher Salary	\$60,174	\$69,119
Highest Teacher Salary	\$75,316	\$86,005
Average Principal Salary (Elementary)	\$92,057	\$106,785
Average Principal Salary (Middle)	\$98,530	\$111,569
Average Principal Salary (High)	\$109,238	\$121,395
Superintendent Salary	\$185,850	\$178,104
Percent of Budget for Teacher Salaries	32%	34%
Percent of Budget for Administrative Salaries	4%	6%

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

**Advanced Placement (AP) Courses (School Year 2016-17)**

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

Cells with N/A values do not require data.

\*Where there are student course enrollments of at least one student.

### **Professional Development (Most Recent Three Years)**

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Our shortened Wednesday schedule provides teachers with time for meeting, collaborating, and skill building. Master teachers provide training in different curricular areas. Teachers participate in identifying focus areas for training. In addition, we provide some staff development days for teachers to develop curriculum, analyze student achievement, and expand instructional strategies through teacher work days and release time. New teachers participate in the North County Teacher Induction Program with an on-site mentor teacher. We evaluate teachers on a regular basis, according to a process outlined by the district. The administrator and teachers agree on yearly objectives and review them to determine the level of performance the teacher has demonstrated. All teachers are Cross-cultural Language and Academic Development (CLAD) certified which qualifies them to teach English to Second Language Learners.