

**WASHINGTON ELEMENTARY SCHOOL**  
**2021 School Accountability Report Card**



# General Information about the School Accountability Report Card (SARC)

## SARC Overview



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 and access to prior year reports, see the California Department of Education (CDE) SARC web page at [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

## California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://www.caschooldashboard.org/) reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

## 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.

## 2021-22 School Contact Information

<b>School Name</b>	WASHINGTON ELEMENTARY SCHOOL
<b>Street</b>	325 West Gladstone
<b>City, State, Zip</b>	Glendora, Ca, 91740-5503
<b>Phone Number</b>	626-914-2704
<b>Principal</b>	Jennifer Powell
<b>Email Address</b>	<a href="mailto:jpowell@cousd.net">jpowell@cousd.net</a>
<b>School Website</b>	<a href="https://www.cousd.net/Domain/11">https://www.cousd.net/Domain/11</a>
<b>County-District-School (CDS) Code</b>	19-64378-6012132

## 2021-22 District Contact Information

<b>District Name</b>	Charter Oak Unified School District
<b>Phone Number</b>	(626) 966-8331
<b>Superintendent</b>	Jeffrey Jordan
<b>Email Address</b>	www.cousd.net
<b>District Website Address</b>	jjordan@cousd.net

## 2021-22 School Overview

### SCHOOL DESCRIPTION

The Washington Elementary School community— teachers, parents, administrators, classified staff, and community members — is committed to preparing students to achieve academically, emotionally, physically, and socially by focusing on College and Career Readiness Skills and the 21st Century Literacies: Communication Literacy through reading, writing, and speaking; Digital Literacy by being prepared to interface in today's digital world; Mathematical and Scientific Literacy through managing, analyzing, synthesizing, evaluating, creating, and solving real-world problems and explorations; and Cultural Literacy through the ability to work well within today's multicultural world.

Our school motto, "Education with PURPOSE," is firmly rooted in our belief in the need to provide a nurturing environment that fosters security, creativity, personal values, critical thinking, and a love for literacy and learning. Our school is a reflection of the care we have for our children and is displayed daily through the positive interactions between teachers, staff, students, and families.

Washington Elementary School, one of five elementary schools in the Charter Oak Unified School District, is situated in the southern part of the City of Glendora. Once fields of oranges, Glendora is now a suburban community that houses two school districts. Washington Elementary School is one of the two Charter Oak elementary schools that are located in the City of Glendora. The rest of the Charter Oak schools are located in the City of Covina. The Washington community is a stable population who actively participate in their community schools, sports teams, local charitable organizations, and local government. Many families have deep roots in the community and have lived here for multiple generations. Parents and grandparents return to enroll their children in Washington Elementary School, and many district staff members choose to enroll their children at Washington. 14% of our students are on inter-district transfers and another 20% of our students are intra-district transfers. Due to our Distinguished School status, parents enrolling their children often comment that they have heard of our reputation for academic excellence at Washington.

The Washington student population has a cultural diversity that is unique within our community. This is evidenced by 17% of our students being identified as English Learners. Within these English Learners lies an impressive 17 languages spoken by our families, with families from areas of India, Egypt, and China. We have 18 teachers, 1 principal, and 20 classified staff members who work diligently to support academic achievement for all learners. Washington's open campus policy allows teachers to choose to work extended hours, before and after school, and to offer intervention classes and extra-curricular activities, and student leadership opportunities to students. A collaborative and supportive spirit permeates our campus, and the majority of our educators have been on staff at Washington Elementary for over 15 years, with several on staff for 25 years. Our PTA consists of dedicated families who go above and beyond to provide an extensive program of activities for our students and to financially support the academic endeavors of our learners.

### SCHOOL MISSION STATEMENT

Education with a purpose!

### DISTRICT MISSION STATEMENT

The Charter Oak Unified School District provides a relevant educational experience that meets students' needs which allow them to adapt to a changing world through a rigorous and comprehensive education that develops life skills leading to academic achievement.

### VISION STATEMENT

Focusing on 21st century learning concepts, Charter Oak Unified School District students will be both independent and contributing members of society.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	67
Grade 1	54
Grade 2	49
Grade 3	49
Grade 4	63
Grade 5	62
Grade 6	64
<b>Total Enrollment</b>	<b>408</b>

### 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	48.8
Male	51.2
American Indian or Alaska Native	0.2
Asian	12
Black or African American	2.5
Filipino	1.5
Hispanic or Latino	62
Native Hawaiian or Pacific Islander	0.2
Two or More Races	2.9
White	18.6
English Learners	12.3
Foster Youth	0.7
Homeless	11.3
Socioeconomically Disadvantaged	47.3
Students with Disabilities	14.2

## 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

### 2019-20 Teacher Preparation and Placement

Authorization/Assignment	2019-20
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	
<b>Intern Credential Holders Properly Assigned</b>	
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	
<b>Unknown</b>	
<b>Total Teaching Positions</b>	

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

### 2019-20 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2019-20
<b>Permits and Waivers</b>	
<b>Misassignments</b>	
<b>Vacant Positions</b>	
<b>Total Teachers Without Credentials and Misassignments</b>	

### 2019-20 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2019-20
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	
<b>Local Assignment Options</b>	
<b>Total Out-of-Field Teachers</b>	

## 2019-20 Class Assignments

Indicator	2019-20
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		September 2021	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Educatin Benchmark Advance	Yes	0.0%
Mathematics	MacMillan/McGraw-Hill Go Math	Yes	0.0%
Science	Inspire Science	Yes	0.0%
History-Social Science	Harcourt Brace Reflections	Yes	0.0%
Foreign Language	N/A		0.0%
Health	Inspire Science	Yes	0.0%
Visual and Performing Arts	SRA Art Connections and MacMillan/McGraw-Hill Spotlight on Music	Yes	0.0%
Science Laboratory Equipment (grades 9-12)	N/A		0.0%

## School Facility Conditions and Planned Improvements

Washington Elementary School is one of ten schools in the Charter Oak Unified School District and is located in the City of Glendora. Washington Elementary School serves about 350 students in TK-6th grade. Washington opened in 1958, and is in the northwestern quadrant of the District. The school has sixteen regular classrooms, two Special Education classrooms, a room for the Speech and Language program, a room for the English Language Development program, and a room for day care/after school enrichment. Current Measure CO improvements include technology upgrades, new phone and sprinkler systems, new HVAC equipment in the school cafeteria, and an electronic marquee. Additionally our site received a Learning Resource center that houses our Library and a lab of computers to support events such as Family Literacy Nights, PTA and SSC meetings.

Year and month of the most recent FIT report		June 2021		
System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			

## School Facility Conditions and Planned Improvements

<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

Exemplary	Good	Fair	Poor
	X		



## B. Pupil Outcomes

### State Priority: Pupil Achievement

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

#### Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	226	NT	NT	NT	NT
<b>Female</b>	99	NT	NT	NT	NT
<b>Male</b>	127	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	20	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	148	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	40	NT	NT	NT	NT
<b>English Learners</b>	28	NT	NT	NT	NT
<b>Foster Youth</b>	--	NT	NT	NT	NT
<b>Homeless</b>	58	NT	NT	NT	NT
<b>Military</b>	--	NT	NT	NT	NT
<b>Socioeconomically Disadvantaged</b>	74	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	38	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	226	NT	NT	NT	NT
Female	99	NT	NT	NT	NT
Male	127	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	20	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	148	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	--	NT	NT	NT	NT
White	40	NT	NT	NT	NT
English Learners	28	NT	NT	NT	NT
Foster Youth	--	NT	NT	NT	NT
Homeless	58	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	74	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

i-Ready Student Groups	i-Ready Total Enrollment	i-Ready Number Tested	i-Ready Percent Tested	i-Ready Percent Not Tested	i-Ready Percent At or Above Grade Level
All Students	226	226	100	0	57.96
Female	99	99	100	0	49.49
Male	127	127	100	0	64.56
American Indian or Alaska Native	1	1	100	0	0
Asian	20	20	100	0	85

<b>Black or African American</b>	5	5	100	0	80
<b>Filipino</b>	4	4	100	0	25
<b>Hispanic or Latino</b>	148	148	100	0	54.72
<b>Native Hawaiian or Pacific Islander</b>	1	1	100	0	0
<b>Two or More Races</b>	7	7	100	0	57.14
<b>White</b>	40	40	100	0	60
<b>English Learners</b>	28	28	100	0	42.85
<b>Foster Youth</b>	5	5	100	0	40
<b>Homeless</b>	29	29	100	0	44.82
<b>Military</b>	1	1	100	0	0
<b>Socioeconomically Disadvantaged</b>	124	124	100	0	49.19
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	39	39	100	0	30.76

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>i-Ready Student Groups</b>	<b>i-Ready Total Enrollment</b>	<b>i-Ready Number Tested</b>	<b>i-Ready Percent Tested</b>	<b>i-Ready Percent Not Tested</b>	<b>i-Ready Percent At or Above Grade Level</b>
<b>All Students</b>	226	226	100.00	0.00	54.86
<b>Female</b>	99	99	100.00	0.00	47.47
<b>Male</b>	127	127	100.00	0.00	60.62
<b>American Indian or Alaska Native</b>	1	1	100.00	0.00	100.00
<b>Asian</b>	20	20	100.00	0.00	80.00
<b>Black or African American</b>	5	5	100.00	0.00	40.00
<b>Filipino</b>	4	4	100.00	0.00	50.00
<b>Hispanic or Latino</b>	148	148	100.00	0.00	47.97
<b>Native Hawaiian or Pacific Islander</b>	1	1	100.00	0.00	0.00
<b>Two or More Races</b>	7	7	100.00	0.00	57.14
<b>White</b>	40	40	100.00	0.00	70.00
<b>English Learners</b>	28	28	100.00	0.00	50.00
<b>Foster Youth</b>	5	5	100.00	0.00	40.00
<b>Homeless</b>	29	29	100.00	0.00	48.27
<b>Military</b>	1	1	100.00	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	124	124	100.00	0.00	47.58
<b>Students Receiving Migrant Education Services</b>	0	0	0.00	0.00	0.00

<b>Students with Disabilities</b>	39	39	100.00	0.00	23.07
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\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	63	NT	NT	NT	NT
<b>Female</b>	26	NT	NT	NT	NT
<b>Male</b>	37	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	0	0	0	0	0
<b>Hispanic or Latino</b>	48	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	--	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	11	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	18	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	28	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	11	NT	NT	NT	NT

## B. Pupil Outcomes

### 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 area of physical education.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

There are multiple ways in which parents are welcome and encouraged to volunteer at Washington. They provide help in the classrooms, library, parking lot or even the office. We are successful in large part from the efforts and dedication of our volunteers on a daily basis. The Parent Teacher Association (PTA) is also instrumental in supporting our school environment and greatly contributes to our success. This organized parent group has monthly meetings with elected board members as well as open meetings several times yearly. This essential group organizes fundraisers as well as activities and field trips. Our School Site Council is also another key component to our school site. This elected board has the great task of planning our fiscal year of categorical funding to align with our standards and curriculum; as well as the concrete needs of the school. Another Parent team is our English Learner Advisory Committee (ELAC). This group discusses present concerns of our English Learner population as well as the upcoming educational focus for or EL students. These teams meet several times throughout the year.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	425	415	14	3.4
Female	205	203	7	3.4
Male	220	212	7	3.3
American Indian or Alaska Native	1	1	0	0.0
Asian	53	49	0	0.0
Black or African American	10	10	2	20.0
Filipino	6	6	0	0.0
Hispanic or Latino	262	256	9	3.5
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	12	12	1	8.3
White	80	80	2	2.5
English Learners	62	59	2	3.4
Foster Youth	5	5	0	0.0
Homeless	47	47	2	4.3
Socioeconomically Disadvantaged	208	201	8	4.0
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	63	62	5	8.1

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	0.22	0.00	2.44	0.19	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.00	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.00	3.10	2.45
<b>Expulsions</b>	0.00	0.04	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>	0.00	0.00
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>	0.00	0.00

## 2021-22 School Safety Plan

Our School Safety Plan is reviewed annually by our Safety Committee. During a typical year, we have monthly emergency drills including fire drills, earthquake drills, and intruder drills. We also participate in the statewide drill "The Great Shake Out." Students and staff prepare for this elaborate practice drill with mock scenarios. The staff then gives input on the drill and the Safety Team meets to review and alter our plan as needed. Additionally, in the past, our parents are invited to a Safety Night which focuses on informing our parent population of Washington safety practices and bringing awareness to social media safety.

## D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	24		2	
2	21	1	2	
3	16	2	2	
4	35			2
5	27		2	
6	22	1	2	

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		3	
1	24		2	
2	24		2	
3	21		3	
4	31		2	
5	34			2
6	29		2	
Other	5	2		

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22		3	
1	18	3		
2	25		2	
3	25		2	
4	31		2	
5	30		2	
6	31		2	
Other	4	2		

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
<b>Pupils to Academic Counselor</b>	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
<b>Counselor (Academic, Social/Behavioral or Career Development)</b>	0
<b>Library Media Teacher (Librarian)</b>	0
<b>Library Media Services Staff (Paraprofessional)</b>	0
<b>Psychologist</b>	0
<b>Social Worker</b>	0
<b>Speech/Language/Hearing Specialist</b>	0
<b>Resource Specialist (non-teaching)</b>	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	7275.31	847.63	6427.68	89403.20
<b>District</b>	N/A	N/A	6699.65	\$87,410
<b>Percent Difference - School Site and District</b>	N/A	N/A	-4.1	2.3
<b>State</b>			\$8,444	\$77,042
<b>Percent Difference - School Site and State</b>	N/A	N/A	-27.1	14.9

## 2020-21 Types of Services Funded

In addition to general fund monies, during the 2020-2021 school year Washington Elementary School received funding for state and federally funded special programs to supplement the core instructional program. Program support by categorical funding include Lottery, Title I, and COVID Relief Fund (CRF).

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$44,687	\$48,119
<b>Mid-Range Teacher Salary</b>	\$81,554	\$74,665
<b>Highest Teacher Salary</b>	\$107,517	\$98,160
<b>Average Principal Salary (Elementary)</b>	\$125,283	\$118,542
<b>Average Principal Salary (Middle)</b>	\$143,872	\$125,068
<b>Average Principal Salary (High)</b>	\$137,283	\$133,516
<b>Superintendent Salary</b>	\$240,000	\$194,199
<b>Percent of Budget for Teacher Salaries</b>	32%	31%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

The state dashboard and SBAC results were used to identify areas of strength and weakness in looking at professional development on the Washington campus. With weakness in special populations (ex. special education, English learners) data, the focus has been towards meeting the needs of all students on site. Method, instruction, and support for this focus came in the form of:

- \*Staff development has focused on using data to plan for intervention and instruction.
- \*Teachers have met for trimesterly data days in which the recent benchmark data has been analyzed and next steps for tier 2 instruction for those identified are planned.
- \*SST protocols have been put in place to support both behavior and academic concerns.
- \*Teacher-Principal meetings, Teacher-Principal-Parent-Student meetings, and consistent Teacher-Student meetings are implemented to support struggling students
- \*Staff minimum days are designed to work on social-emotional student needs and site curriculum needs.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	10	10	10

# Charter Oak Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

### 2021-22 District Contact Information

<b>District Name</b>	Charter Oak Unified School District
<b>Phone Number</b>	(626) 966-8331

<b>Superintendent</b>	Jeffrey Jordan
<b>Email Address</b>	www.cousd.net
<b>District Website Address</b>	jjordan@cousd.net

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	2414	179	7.42	92.58	58.82
<b>Female</b>	1137	95	8.36	91.64	65.17
<b>Male</b>	1276	84	6.58	93.42	51.85
<b>American Indian or Alaska Native</b>	13	1	--	92.31	--
<b>Asian</b>	113	21	18.58	81.42	90.48
<b>Black or African American</b>	67	3	4.48	95.52	--
<b>Filipino</b>	72	5	6.94	93.06	--
<b>Hispanic or Latino</b>	1707	102	5.98	94.02	48.42
<b>Native Hawaiian or Pacific Islander</b>	--	--	--	--	--
<b>Two or More Races</b>	79	9	11.39	88.61	--
<b>White</b>	361	37	10.25	89.75	63.89
<b>English Learners</b>	193	2	1.04	98.96	--
<b>Foster Youth</b>	21	0	0.00	100.00	--
<b>Homeless</b>	348	34	9.77	90.23	56.25
<b>Military</b>	--	--	--	--	--
<b>Socioeconomically Disadvantaged</b>	732	44	6.01	93.99	52.38
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	385	7	1.82	98.18	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	2414	238	9.86	90.14	46.38
Female	1137	125	10.99	89.01	47.15
Male	1276	112	8.78	91.22	45.05
American Indian or Alaska Native	13	2	--	84.62	--
Asian	113	24	21.24	78.76	87.50
Black or African American	67	5	7.46	92.54	--
Filipino	72	7	9.72	90.28	--
Hispanic or Latino	1707	139	8.14	91.86	34.56
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	79	13	16.46	83.54	53.85
White	361	47	13.02		55.32
English Learners	193	7	3.63	96.37	--
Foster Youth	21	1	4.76	95.24	--
Homeless	348	34	9.77	90.23	50.00
Military	--	--	--	--	--
Socioeconomically Disadvantaged	732	55	7.51	92.49	46.30
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	385	19	4.94	95.06	22.22

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.



