

Mattie Washburn Elementary School

School Accountability Report Card

Reported Using Data from the 2019-2020 School Year

Published During 2020-2021

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://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 <https://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) <https://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.

About This School

School Contact Information (School Year 2020-2021)

Entity	Contact Information
School Name	Mattie Washburn Elementary School
Street	75 Pleasant Ave
City, State, Zip	Santa Rosa, CA 95403-1130
Phone Number	707-837-7727
Principal	Julie Stearn
Email Address	jstearn@wusd.org
Website	http://www.wusd.org
County-District-School (CDS) Code	49753586110993

District Contact Information (School Year 2020-2021)

Entity	Contact Information
District Name	Windsor Unified School District
Phone Number	707 837-7700
Superintendent	Jeremy Decker
Email Address	jdecker@wusd.org
Website	http://www.wusd.org

School Description and Mission Statement (School Year 2020-2021)

Windsor Unified School District offers instruction in grade-level clusters (groups). Our school is fortunate to serve the transitional kindergarten, kindergarten, first and second 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 2019-2020)

Grade Level	Number of Students
Kindergarten	207
Grade 1	143
Grade 2	181
Total Enrollment	531

Student Enrollment by Student Group (School Year 2019-2020)

Student Group	Percent of Total Enrollment
Black or African American	1.1
American Indian or Alaska Native	0.4
Asian	1.1
Filipino	0.2
Hispanic or Latino	46.7
White	43.5
Two or More Races	7
Socioeconomically Disadvantaged	49.5
English Learners	18.3
Students with Disabilities	12.8
Foster Youth	0.6
Homeless	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 2018-19	School 2019-20	School 2020-21	District 2020-21
With Full Credential	19	25	25	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2018-19	2019-20	2020-21
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	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 Other Instructional Materials (School Year 2020-2021)

Year and month in which data were collected: May 2017

Students are using district/state adopted curricula aligned to CCSS; all adopted textbooks and instructional materials are in full implementation.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent 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

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

School Facility Conditions and Planned Improvements

Mattie Washburn School opened in 1993. Our school consists of 30 buildings. We have a multi use room that houses our computer lab and 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, and that groundbreaking plans for new construction that will house additional, updated classroom space are underway for the 2020-21 school year. A bus turnaround area provides a safe place for students to load and unload the buses. Two drop off and pick up areas, one in the front of the school and one in front of the gym, 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. Our Computer Lab Teacher is here 3.75 hours per day. All K-2 classes attend computer lab for 30 minutes per week. Students learn how type, code, take assessments and play educational games. 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 2 full-time custodians who work each evening. A full-time daytime custodian cleans support classrooms and sets up and cleans up for three lunch and snack periods a day. He 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. A few of the older HVAC Units need to be replaced.

School Facility Good Repair Status

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 rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: December 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Replace older HVAC Units
Interior: Interior Surfaces	Fair	Secure cabinets and bookshelves.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Poor	Replace old roofs. Replace bad gutters. Replace dry-rot on outside wooden borders.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Poor	
Overall Rating	Fair	

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 ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
English Language Arts/Literacy (grades 3-8 and 11)		N/A		N/A		N/A
Mathematics (grades 3-8 and 11)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

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.

Note: ELA and 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.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and High School
Percentage of Students Meeting or Exceeding the State Standard**

Subject	School 2018-19	School 2019-20	District 2018-19	District 2019-20	State 2018-19	State 2019-20
Science (grades 5, 8 and high school)		N/A		N/A		N/A

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

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

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 2019-2020)

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
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

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

Note: The 2019–2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019–2020 school year.

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 school site

Opportunities for Parental Involvement (School Year 2020-2021)

We are fortunate to have three active parents groups working with us at Mattie; Windsor Educational Foundation and CStar provide financial and volunteer support throughout the year. WPAC offers a positive communication forum between staff, family and community. Many major fund-raisers provide funds for classroom supplies and support school activities. 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. 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. The Principal, Julie Stearn, holds Principal Coffees once per month to discuss various topics such as Safety, Activities at MWE, Curriculum. Bilingual Liaison, Jenny Alvarez, who is the bridge for our Spanish speaking families. She reaches out to all Spanish speaking families at least 3 times per year.

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

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	0.0	0.5	4.7	5.1	3.5	3.5
Expulsions	0.0	0.0	0.1	0.1	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions			2.5
Expulsions			0.1

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior 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 prior years.

School Safety Plan (School Year 2020-2021)

Our school has a comprehensive School Safety Plan that is approved each year by the School Site Council. The plan includes 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 reviewed, updated, and discussed with the staff at staff meetings in October 2020. The Safety Plan was discussed at Site Council Meeting in December 2020.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	21	4	8		21	4	6		22	1	8	
1	21	3	6		24	8			23		6	
2									22	3	5	
Other**									9	2		

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

** "Other" category is for multi-grade level classes.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselors*	0

*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.

Student Support Services Staff (School Year 2019-2020)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	2
Resource Specialist (non-teaching)	
Other	

*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 2018-2019)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	7,669	2,007	5,662	59,649
District	N/A	N/A	5,110	\$65,678
Percent Difference - School Site and District	N/A	N/A	10.2	-9.6
State	N/A	N/A	\$7,750	\$75,706
Percent Difference - School Site and State	N/A	N/A	-31.1	-23.7

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

Types of Services Funded (Fiscal Year 2019-2020)

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

Teacher and Administrative Salaries (Fiscal Year 2018-2019)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$44,693	\$47,145
Mid-Range Teacher Salary	\$62,872	\$74,952
Highest Teacher Salary	\$78,693	\$96,092

Category	District Amount	State Average For Districts In Same Category
Average Principal Salary (Elementary)	\$96,708	\$116,716
Average Principal Salary (Middle)	\$103,508	\$120,813
Average Principal Salary (High)	\$112,656	\$131,905
Superintendent Salary	\$175,100	\$192,565
Percent of Budget for Teacher Salaries	29.0	31.0
Percent of Budget for Administrative Salaries	5.0	6.0

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

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement			

Our shortened Wednesday schedule provides teachers and classified staff with time for meeting, collaborating, and skill building. Master teachers provide training in different curricular areas. Teachers participate in identifying focus areas for training, and District Leadership Team (DLT) collaborate with teaching staff to determine staff development needs. In addition, we provide some staff development days for teachers to develop curriculum, create Distance Learning assignments through Google Classroom, 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.