

Washington Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, the county, and the state. 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 (Most Recent Year)

School Contact Information	
School Name	Washington Elementary School
Street	565 Wine Street
City, State, Zip	Richmond, CA 94801-4054
Phone Number	(510) 231-1417
Principal	Lisa Levi
E-mail Address	llevi@wccusd.net
Web Site	http://www.wccusd.net/site/Default.aspx?PageID=1338
Grades Served	K-6
CDS Code	07-61796-6005037

District Contact Information	
District Name	West Contra Costa Unified School District
Phone Number	(510) 231-1100
Superintendent	Dr. Bruce Harter
E-mail Address	bharter@wccusd.net
Web Site	www.wccusd.net

School Description and Mission Statement (Most Recent Year)

Washington School is the oldest school in the district. Currently, there are 18 regular education classes, 2 special education classes and one state preschool class. The staff includes 18 classroom teachers, a resource specialist, and a speech therapist. The student population is very diverse: 64.17% Latino, 14.94% African American, 16.48% White, and 3.7% Asian. Students come from the communities of Point Richmond, North Richmond, and San Pablo. Many students who attend Washington have intra-district permits.

Washington is no longer a Title 1 school. In recent school years, Washington's academic scores have steadily increased and the school was a recipient of the 2009 Title 1 Academic Achievement Award. The school's most recent API score was 798.

Washington's Spanish/English Dual Language Immersion Program is available in grades K-6. Washington and Stewart are currently the only elementary schools in the district to offer a Dual Language Immersion program. The staff at Washington School is committed to providing a standards-based, comprehensive instructional program that uses research-based teaching strategies. The staff strives to create an environment that is student-centered, safe, and motivational. Students receive opportunities to explore and examine issues that are relevant to their immediate community and beyond. Washington's program is aligned with the district focus on literacy.

Washington School offers a site based After School Program for students in grades 1 - 6. The After School Program provides homework help, tutoring and enrichment activities to program students on a daily basis. An on-site Y-Care provides both before and after school care for students in grades K - 6. Washington staff continues to benefit from its partnership with Many Hands, a community-based organization that supports the school's goals. Washington's staff pursues the development of partnerships with industry, other educational entities and parents/guardians.

Washington School places students at the core of its community. Decisions are made based on the belief that students' needs are the number one priority. Each teacher builds a community within the classroom, which contributes to the school community as a whole. Staff and the school community work together to support the academic achievement and character development of all students.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	64
Grade 1	73
Grade 2	86
Grade 3	83
Grade 4	63
Grade 5	60
Grade 6	38
Total Enrollment	467

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	15.8
American Indian or Alaska Native	0.2
Asian	2.1
Filipino	1.3
Hispanic or Latino	63
White	15.8
Two or More Races	0.4
Socioeconomically Disadvantaged	66
English Learners	41.8
Students with Disabilities	12.6
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (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
	2013-14	2014-15	2015-16	2015-16
With Full Credential	17	18	23	23
Without Full Credential	3	2	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
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.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	96.9	3.2
High-Poverty Schools in District	96.8	3.2
Low-Poverty Schools in District	97.1	2.9

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: September 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Macmillan/McGraw-Hill, California Treasures (K-6) Macmillan/McGraw-Hill, Tesoros de lectura (K-6)	Yes	0%
Mathematics	Everyday Mathematics (Grades K - 6) Wright Group/Macmillan-McGraw Hill	Yes	0%
Science	Scott-Foresman California Science (Grades K - 6) Pearson/Prentice Hall, Focus on Earth Science (6th grade)	Yes	0%
History-Social Science	Elementary Social Science: MacMillian/McGraw Hill California Vistas (Grades K - 6)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington School underwent a \$13.1 million modernization during the 2004-2005 school year. The entire existing structure was remodeled and updated with two additional buildings. One houses the preschool and kindergarten classes and one houses the library, computer lab and administrative office. Thanks to the City of Richmond, the adjoining park is used by classes.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Repair rubber base in corner of restroom. Repair cabinet handle. Install metal corners at MPR doors. Paint library entrance doors. Paint exterior wall of room C-18 to remove graffiti.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Repair drinking fountains. Repair stall boots in girls and boys restrooms by room C-12.
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: July 2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences			X	Door sweeps need to be replaced or re-screwed on many rooms. Play structure pads need to be repaired on the main play structure and kindergarten play structure.

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: July 2014				
Overall Rating	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], Science California Standards Tests); and
- The percentage of pupils 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

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	29	32	44
Mathematics	26	22	33

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 Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	81	98.8	67	14	15	5
	4	66	65	98.5	37	20	29	14
	5	63	59	93.7	42	24	20	14
	6	42	41	97.6	44	37	10	10
Male	3		55	67.1	67	13	18	2
	4		31	47.0	48	16	29	6
	5		21	33.3	38	43	19	0
	6		19	45.2	58	26	16	0
Female	3		26	31.7	65	15	8	12
	4		34	51.5	26	24	29	21

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		38	60.3	45	13	21	21
	6		22	52.4	32	45	5	18
Black or African American	3		12	14.6	67	8	25	0
	4		11	16.7	27	18	55	0
	5		16	25.4	50	19	13	19
	6		11	26.2	64	36	0	0
American Indian or Alaska Native	4		1	1.5	--	--	--	--
Asian	3		1	1.2	--	--	--	--
	5		1	1.6	--	--	--	--
	6		1	2.4	--	--	--	--
Filipino	5		1	1.6	--	--	--	--
	6		1	2.4	--	--	--	--
Hispanic or Latino	3		52	63.4	73	13	12	2
	4		45	68.2	47	20	22	11
	5		30	47.6	40	37	17	7
	6		24	57.1	42	42	13	4
White	3		16	19.5	44	19	19	19
	4		8	12.1	--	--	--	--
	5		10	15.9	--	--	--	--
	6		4	9.5	--	--	--	--
Socioeconomically Disadvantaged	3		59	72.0	73	14	12	2
	4		44	66.7	48	25	20	7
	5		41	65.1	46	32	15	7
	6		29	69.0	52	41	3	3
English Learners	3		49	59.8	80	10	8	2
	4		22	33.3	73	23	5	0
	5		23	36.5	57	35	9	0
	6		10	23.8	--	--	--	--
Students with Disabilities	3		14	17.1	93	0	7	0
	4		4	6.1	--	--	--	--
	5		4	6.3	--	--	--	--
	6		4	9.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	82	81	98.8	59	19	15	7
	4	66	65	98.5	23	38	25	14
	5	63	62	98.4	58	19	19	3
	6	42	42	100.0	52	26	10	12
Male	3		55	67.1	58	22	13	7
	4		31	47.0	23	39	26	13
	5		22	34.9	59	23	18	0
	6		19	45.2	63	16	11	11
Female	3		26	31.7	62	12	19	8
	4		34	51.5	24	38	24	15
	5		40	63.5	58	18	20	5
	6		23	54.8	43	35	9	13
Black or African American	3		12	14.6	58	25	8	8
	4		11	16.7	27	36	36	0
	5		16	25.4	56	25	19	0
	6		11	26.2	64	36	0	0
American Indian or Alaska Native	4		1	1.5	--	--	--	--
Asian	3		1	1.2	--	--	--	--
	5		1	1.6	--	--	--	--
	6		1	2.4	--	--	--	--
Filipino	5		1	1.6	--	--	--	--
	6		1	2.4	--	--	--	--
Hispanic or Latino	3		52	63.4	67	15	15	2
	4		45	68.2	27	42	20	11
	5		33	52.4	70	15	12	3
	6		25	59.5	56	24	8	12
White	3		16	19.5	31	25	19	25
	4		8	12.1	--	--	--	--
	5		10	15.9	--	--	--	--
	6		4	9.5	--	--	--	--
Socioeconomically Disadvantaged	3		59	72.0	66	20	14	0
	4		44	66.7	30	48	16	7
	5		44	69.8	68	18	14	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	6		30	71.4	60	30	3	7
English Learners	3		49	59.8	71	16	8	4
	4		22	33.3	45	45	5	5
	5		25	39.7	72	24	4	0
	6		11	26.2	91	9	0	0
Students with Disabilities	3		14	17.1	93	0	7	0
	4		4	6.1	--	--	--	--
	5		4	6.3	--	--	--	--
	6		4	9.5	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--

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 students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	36	31	37	46	48	46	59	60	56

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.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	46
All Students at the School	37
Male	40
Female	35
Black or African American	37
Asian	--
Filipino	--
Hispanic or Latino	30
White	--
Socioeconomically Disadvantaged	--
English Learners	12
Students with Disabilities	29
Foster Youth	--

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.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	26.20	24.60	29.50

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 Parental Involvement State Priority (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 (Most Recent Year)

PARENT-TEACHER ASSOCIATION: The PTA runs the library, supports activities such as holiday events and field trips, sponsors book fairs, coordinates classroom volunteers, and assists with fundraising. The PTA board coordinates events such as concerts, award assemblies and field trips. The PTA also lends support to school wide programs such as Music, Art and the school gardens. Some members of the PTA board also serve on the School Site Council.

PARENT INVOLVEMENT PROGRAMS:

- Dual Language Immersion parent meetings .
- School Site Council (SSC): The role of the SSC is to give parents, faculty and staff site decision making capacity. The SSC's role is to develop the school plan with budgets and monitor the implementation of that plan. Every elementary school must have a School Site Council composed of five parents or community members, the principal, three classroom teachers, and one other staff member (Education Code Section 52852).
- English Learners Advisory Committee (ELAC) meets monthly with the Principal to discuss matters of importance to the families of English language learner students and provides input on the school plan. Meetings are typically conducted in Spanish.

More information regarding parental involvement opportunities can be obtained by calling the school at 510-231-1417.

Contact Information for Parental Involvement

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	7.63	3.68	1.81	10.15	6.59	6.16	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.04	0.03	0.02	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

An emergency procedures manual is available in every classroom and outlines emergency procedures for earthquakes, fires, chemical spills, intruders on campus, and more. The manual is updated and reviewed yearly with staff, parents, and students. Fire drills are conducted monthly and disaster drills are conducted three times a year. There is supervision before school, during recess and dismissal. All visitors are required to register at the office when entering school grounds. Children are released through the office and signed out in a logbook when leaving early. Students are only released to an adult listed on their emergency card. Dismissal at the end of the day is supervised by school personnel. During school hours, the gates around the play yard are locked.

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.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement*		Year 3
Number of Schools Currently in Program Improvement	N/A	21
Percent of Schools Currently in Program Improvement	N/A	72.4

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	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	22	1	3		25		3		21	1	2	
1	27		3		27		3		24	1	2	
2	28		2		26		3		24		3	
3	26		3		25		2		20	2	3	
4	33		1	1	24		3		32		1	1
5	30		2		29		2		26		2	
6	20	2			21	1	1		23	1	1	
Other					14	2						

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

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.20	N/A
Psychologist	.20	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.90	N/A
Resource Specialist	1.00	N/A
Other	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 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	\$7630.30	\$5354.96	\$2275.34	\$56977.36
District	N/A	N/A	\$9628.10	\$56383.71
Percent Difference: School Site and District	N/A	N/A	-76.4	1.1
State	N/A	N/A	\$5,348	\$72,971
Percent Difference: School Site and State	N/A	N/A	-57.5	-21.9

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

Types of Services Funded (Fiscal Year 2014-15)

Programs and services available at Washington School include:

Site LCAP

21st Century Cohort 4

Special Ed-E

Ca Instr Sch Gardens Program

Gifted & Talented Ed-E

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$37,572	\$43,165
Mid-Range Teacher Salary	\$57,903	\$68,574
Highest Teacher Salary	\$77,623	\$89,146
Average Principal Salary (Elementary)	\$88,724	\$111,129
Average Principal Salary (Middle)	\$94,047	\$116,569
Average Principal Salary (High)	\$105,032	\$127,448
Superintendent Salary	\$227,250	\$234,382
Percent of Budget for Teacher Salaries	31%	38%
Percent of Budget for Administrative Salaries	5%	5%

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

Professional Development (Most Recent Three Years)

The staff attends targeted professional development offered at Washington and in the district, as well as grade level meetings and monthly Instructional Leadership Team meetings.

Quality instruction and instructional leadership are at the heart of the district's achievement efforts. To ensure this, the Academic Support Division engages teachers, administrators and other personnel in ongoing professional development focused on improving teaching and learning. Training is provided to principals and other administrators to improve their ability to provide strong instructional leadership and guide teaching and learning at school sites. A core teacher team attended the Instructional Leadership Team training in the summer of 2015. The principals, in turn, provide support to teachers through staff conferences, opportunities for collaborative study and planning, and individual coaching based on ongoing classroom observations. Teachers and other staff are provided with both on and off-site professional development in all standards based curriculum content areas. Beyond the content areas, professional development is provided in English Language Development, differentiated instruction and educational technology. In addition, training is made available in classroom management and the effective use of assessment data and teacher data teams in meeting the needs of all students. A primary goal of the professional development program is ensuring that all students are served by skilled, highly qualified teachers and that teachers are supported by strong, knowledgeable instructional leaders.