Washington Elementary

California Department of Education
School Accountability Report Card
Reported Using Data from the 2016-17 School Year

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at http://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF Web page at http://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2017-18)

District Contact Information (School Year 2017-18)	
District Name	West Contra Costa Unified
Phone Number	(510) 231-1101
Superintendent	Matthew Duffy
E-mail Address	matthew.duffy@wccusd.net
Web Site	www.wccusd.net

School Contact Information (School Year 2017-18)	
School Name	Washington Elementary
Street	565 Wine Street
City, State, Zip	Richmond, Ca, 94801-4054
Phone Number	510-231-1417
Principal	Lisa Levi, Principal
E-mail Address	llevi@wccusd.net
Web Site	https://www.wccusd.net/site/Default.aspx?PageID=13
County-District-School (CDS) Code	07617966005037

Last updated: 11/21/2017

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

Washington School is the oldest school in the district. Currently, there are 18 regular education classes, 1 special education class and one state preschool class. The staff includes 22 classroom teachers, a resource specialist, and a speech therapist. The student population is very diverse: 65% Latino, 13% African American, 15% White, and 3% 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. Most recently, Washington was awarded the California State Gold Ribbon Award for the Dual Language Immersion program. 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 Spanish 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'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.

Last updated: 12/14/2017

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

Grade Level	Number of Students
Kindergarten	71
Grade 1	70
Grade 2	67
Grade 3	66
Grade 4	77
Grade 5	68
Grade 6	40
Total Enrollment	459
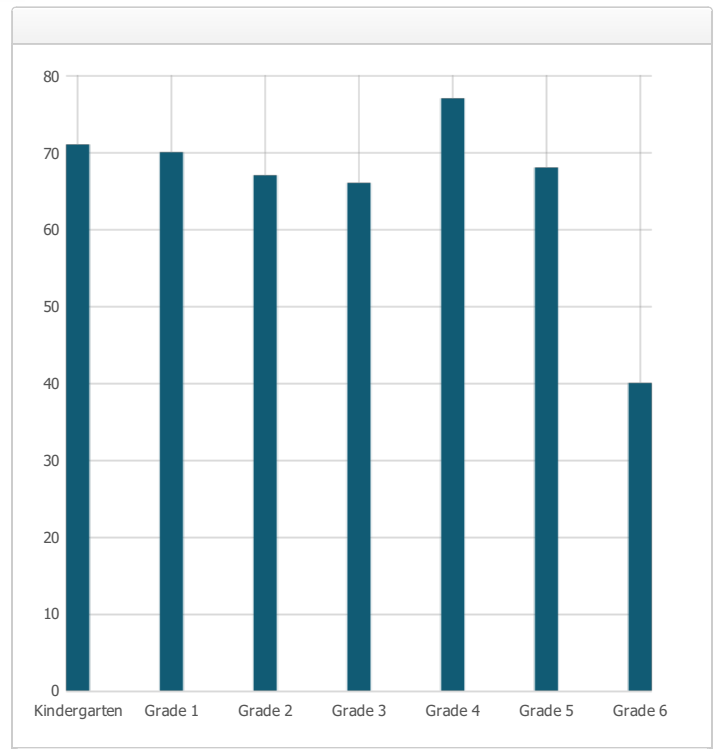
Last updated: 1/25/2018

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

Student Group	Percent of Total Enrollment
Black or African American	13.1 %
American Indian or Alaska Native	0.9 %
Asian	2.4 %
Filipino	1.1 %
Hispanic or Latino	64.7 %
Native Hawaiian or Pacific Islander	0.0 %
White	15.3 %
Two or More Races	1.5 %
Other	1.0 %

Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	69.3 %
English Learners	41.6 %
Students with Disabilities	7.8 %
Foster Youth	0.9 %

Last updated: 1/25/2018

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2015-16	2016-17	2017-18	2017-18
With Full Credential	23	21	18	1192
Without Full Credential	0	1	4	155
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	14
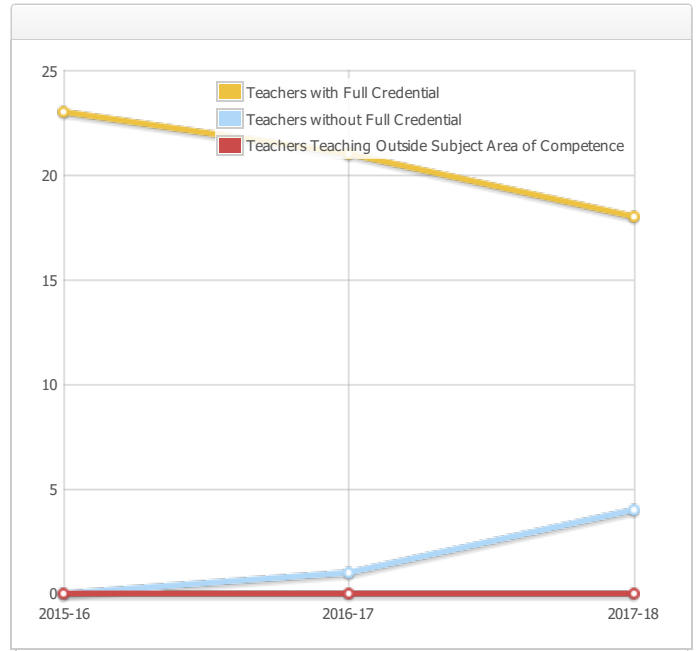
Last updated: 1/25/2018

Teacher Misassignments and Vacant Teacher Positions

Indicator	2015-16	2016-17	2017-18
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.

Last updated: 1/19/2018

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

Year and month in which the data were collected: October 2017

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	McGraw Hill Treasures, Tesoros and Triumphs, c2010 - adopted 2012	No	0.0 %
Mathematics	McGraw Hill My Math, grades K-5, c2013 - adopted 2016 Houghton Mifflin Harcourt Big Ideas Math, grade 6, c2015 - adopted 2017	Yes	0.0 %
Science	Scott Foresman Science K-6, c2008 - adopted 2008	Yes	0.0 %
History-Social Science	McGraw Hill California Vistas grades K-6, c2007 - adopted 2007	Yes	0.0 %
Foreign Language	N/A		0.0 %
Health	N/A		0.0 %
Visual and Performing Arts	N/A		0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/9/2018

School Facility Conditions and Planned Improvements

WCCUSD takes great efforts to ensure that all schools are clean, safe, and functional. To assist in this effort, the school uses the Facility Inspection Tool (FIT) developed by the State of California OPSC. Maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A work order process is used to ensure efficient service and that emergency repairs are given the highest priority. The school personnel also works daily with the custodial staff to develop cleaning schedules to ensure a clean and safe school.

Last updated: 1/23/2018

School Facility Good Repair Status

Year and month of the most recent FIT report: January 2018

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Actions were/will be taken to ensure: There is no odor that would indicate a gas leak. Gas pipes are not broken and appear to be in good working order. The HVAC system is operable. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.
Interior: Interior Surfaces	Poor	Interior surfaces appear to be clean, safe, and functional.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Actions were/will be taken to ensure: There is no evidence of a major pest or vermin infestation.
Electrical: Electrical	Good	Lighting appears to be adequate and working properly, including exterior lights. Actions were/will be taken to ensure: There is no evidence that any portion of the school has a power failure. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). Drinking fountains appear to be accessible and functioning as intended.
Safety: Fire Safety, Hazardous	Good	

Materials		Actions were/will be taken to ensure:
		The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).
		Emergency alarms appear to be functional.
		Emergency exit signs function as designed, exits are unobstructed.
		Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).
Structural: Structural Damage, Roofs	Good	Roof systems appear to be functioning properly. Actions were/will be taken to ensure:
		Severe cracks are not evident.
		Ceilings & floors are not sloping or sagging beyond their intended design.
		Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.
		There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Poor	The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Actions were/will be taken to ensure:
		There is no exposed broken glass accessible to pupils and staff.
		Exterior doors and gates are functioning and do not pose a security risk.

Overall Facility Rate

Year and month of the most recent FIT report: January 2018

Overall Rating	Good

Last updated: 1/24/2018

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 Science for All Students

Grades Five, Eight and Ten

	Percentage of Students Scoring at Proficient or Advanced					
	School		District		State	
Subject	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Science (grades 5, 8, and 10)	37.0%	45.0%	46.0%	40.0%	56%	54%

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

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

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

Last updated: 1/25/2018

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

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

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Fitness Standards	Five of Six Fitness Standards	Six of Six Fitness Standards
5	15.6%	23.4%	9.4%

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.

Last updated: 1/25/2018

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

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

Opportunities for Parental Involvement (School Year 2017-18)

PARENT-TEACHER ASSOCIATION: The PTA 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.

# State Priority: Pupil Engagement

Last updated: 12/14/2017

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

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

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

Indicator	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	11.5%	10.7%	9.7%
Graduation Rate	0.0%	0.0%	0.0%	77.7%	84.7%	83.1%	81.0%	82.3%	83.8%

| Dropout/Graduation Rate (Four-Year Cohort Rate) Chart |
|---|
| |
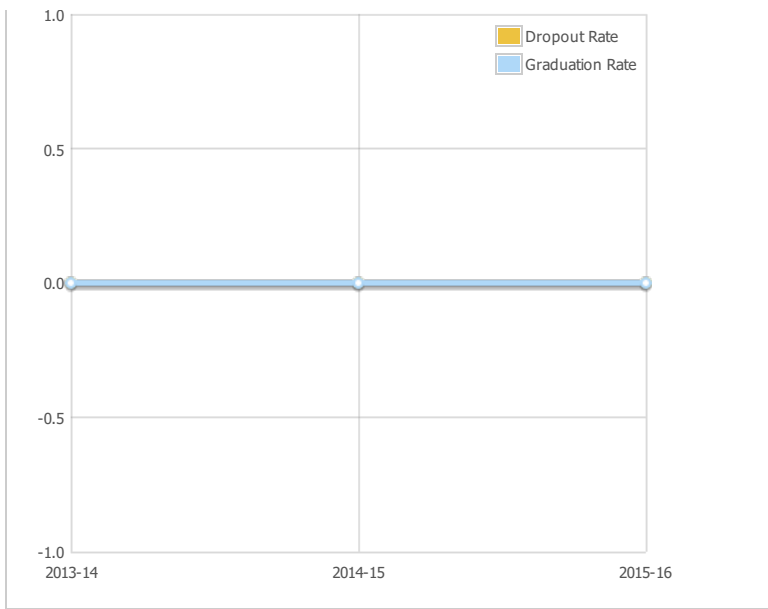
State Priority: School Climate

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

	School			District			State		
Rate	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Suspensions	1.8%	3.7%	4.1%	6.2%	6.3%	5.9%	3.8%	3.7%	3.7%
Expulsions	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
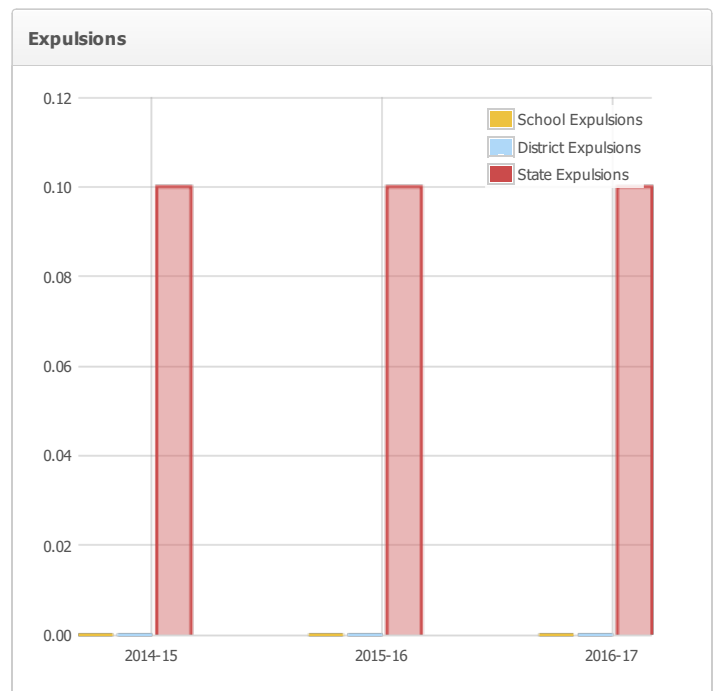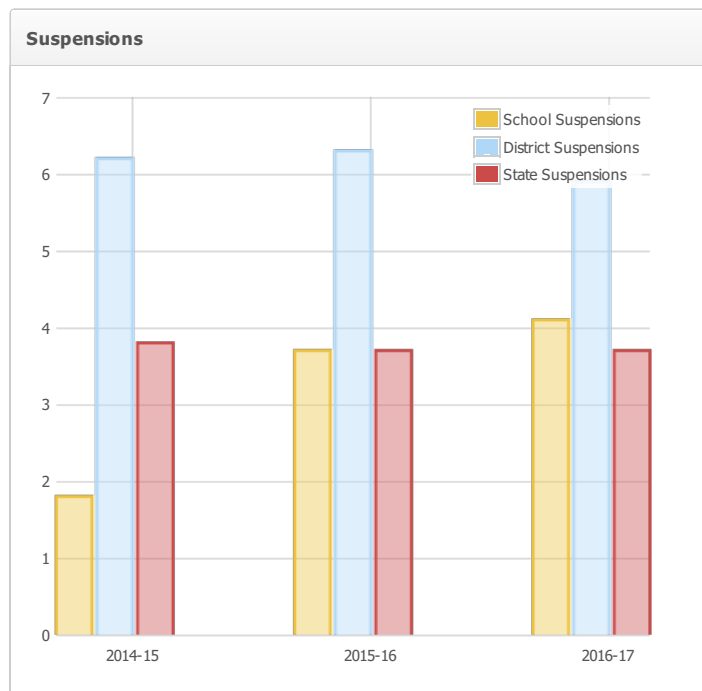
Last updated: 1/25/2018

School Safety Plan (School Year 2017-18)

Last revised 2/2/2016 by Elizabeth Montes-Nation, Coordinator-Disaster Preparedness and Safety

Safety Plan Overview: The emergency organizational structure identified in the school site's plan is consistent with the federally mandated National Incident Management System (SIMS), and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System.
Preparedness efforts include the assignment of Disaster Service Workers and their responsibilities, routine earthquake and fire drills, review of Emergency Response roles/actions, evacuation procedures, as well as bomb threat procedures, reunification procedures, provision of emergency supplies, exercise drills such as lockdowns and shelter-in-place, and WCCUSD's Guidelines for Threat Assessment and Management Process.

Last updated: 1/3/2018

D. Other SARC Information

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

Federal Intervention Program (School Year 2017-18)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2004-2005
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	20
Percent of Schools Currently in Program Improvement	N/A	60.6%

Last updated: 1/26/2018

Average Class Size and Class Size Distribution (Elementary)

	2014-15				2015-16				2016-17			
		Number of Classes *				Number of Classes *				Number of Classes *		
Grade Level	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+	Average Class Size	1-20	21-32	33+
K	21.0	1	2	0	22.0	1	2	0	24.0	0	3	0
1	24.0	1	2	0	21.0	2	1	0	23.0	0	3	0
2	24.0	0	3	0	22.0	1	2	0	22.0	1	2	0
3	20.0	2	3	0	20.0	1	3	0	22.0	1	2	0
4	32.0	0	1	1	26.0	1	0	2	29.0	0	2	0
5	26.0	0	2	0	25.0	0	2	0	32.0	0	1	1
6	23.0	1	1	0	29.0	0	1	1	26.0	1	0	1
Other	0.0	0	0	0	0.0	0	0	0	12.0	1	0	0

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

Last updated: 1/25/2018

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

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0.0	0.0
Counselor (Social/Behavioral or Career Development)	0.0	N/A
Library Media Teacher (Librarian)	0.0	N/A
Library Media Services Staff (Paraprofessional)	0.2	N/A
Psychologist	0.3	N/A
Social Worker	0.0	N/A
Nurse	0.0	N/A
Speech/Language/Hearing Specialist	0.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other	0.0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$14850.5	$4765.6	$10084.9	$58771.1
District	N/A	N/A	$10107.3	$61169.5
Percent Difference – School Site and District	N/A	N/A	-0.2%	-4.0%
State	N/A	N/A	$6574.0	$79228.0
Percent Difference – School Site and State	N/A	N/A	42.2%	-29.7%

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

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2015-16)

		Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary

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

- 21ST CENTURY AFTER SCHOOL PROGRAMS

- ENGLISH LANGUAGE LEARNERS - WHOLE CHILD

- LEARNING CENTERS - RESPONSE TO INTERVENTION

- SCHOOL SUPPORT-DATA & ACCOUNTABILTY

- VISUAL & PERFORMING ARTS - WHOLE CHILD

Last updated: 1/18/2018

Teacher and Administrative Salaries (Fiscal Year 2015-16)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	$41,021	$47,808
Mid-Range Teacher Salary	$63,219	$73,555
Highest Teacher Salary	$84,748	$95,850
Average Principal Salary (Elementary)	$95,040	$120,448
Average Principal Salary (Middle)	$100,743	$125,592
Average Principal Salary (High)	$112,510	$138,175
Superintendent Salary	$231,795	$264,457
Percent of Budget for Teacher Salaries	30.0%	35.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

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

Teacher Salary Chart

Principal Salary Chart
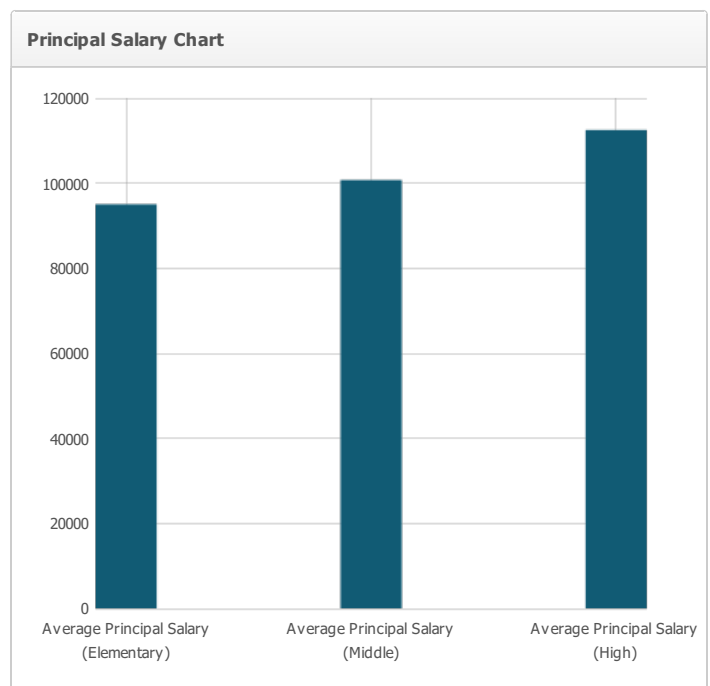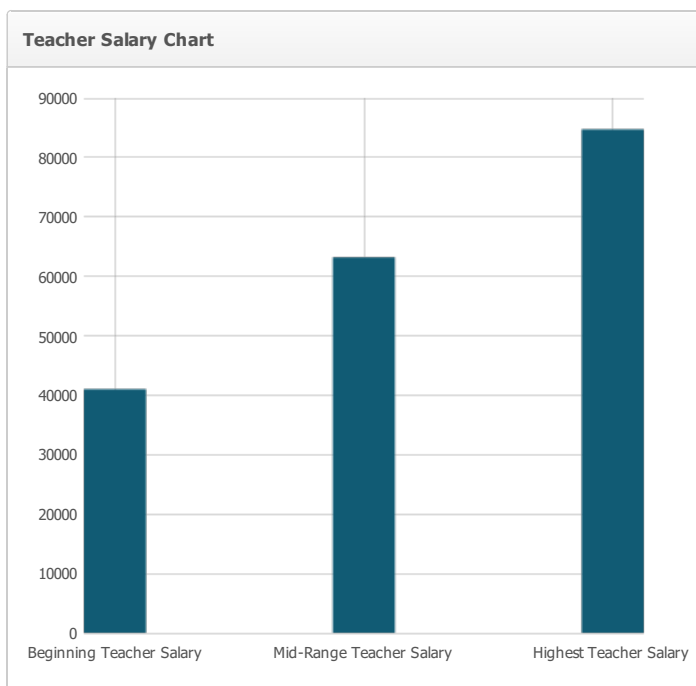
Last updated: 1/25/2018

Professional Development

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.

Last updated: 12/14/2017