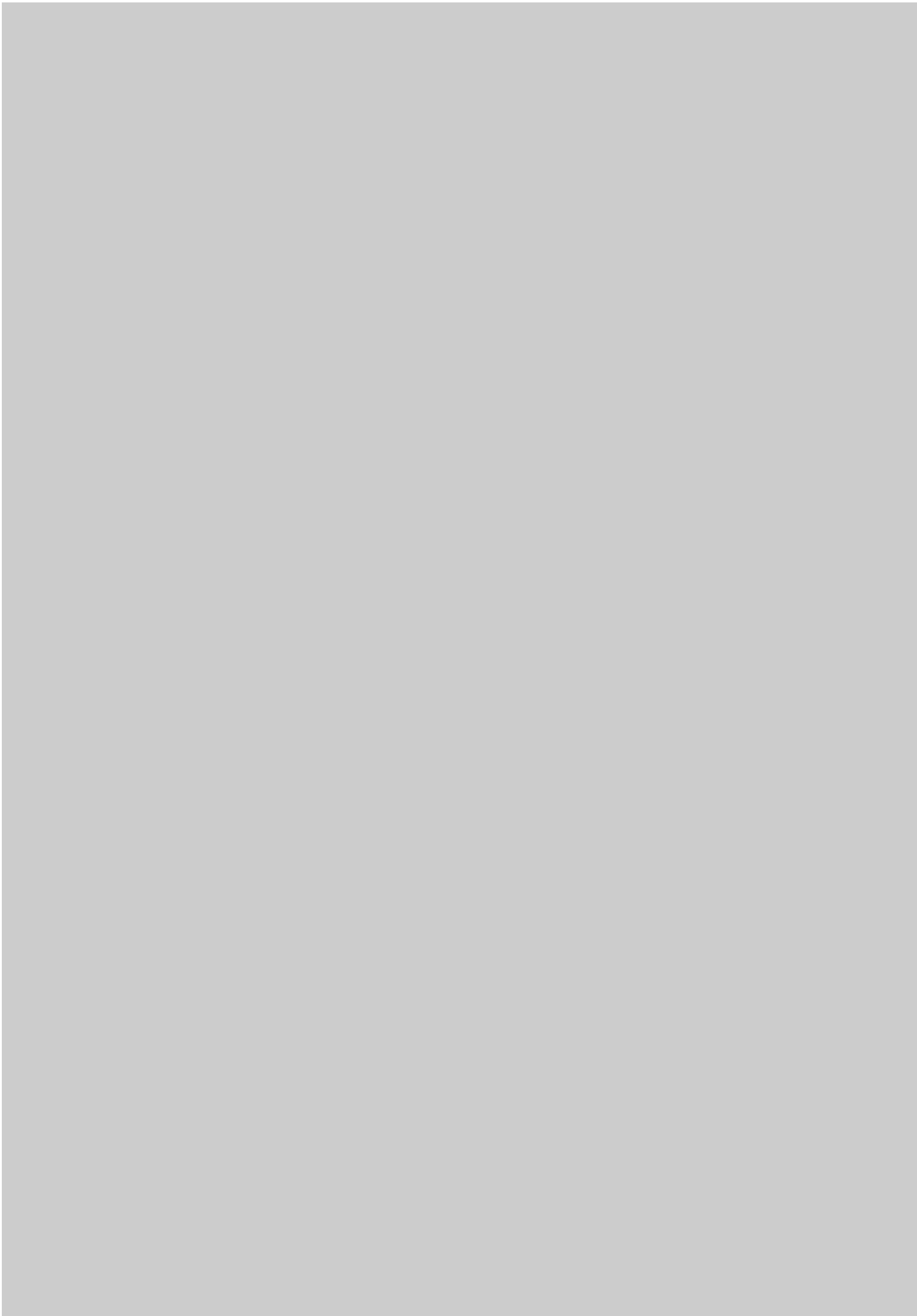


# Washington Elementary

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 can visit the school website at <http://www.washingtonca.org/>.



*Last updated: 1/25/2016*

*Last updated: 1/25/2016*

## 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 subject area

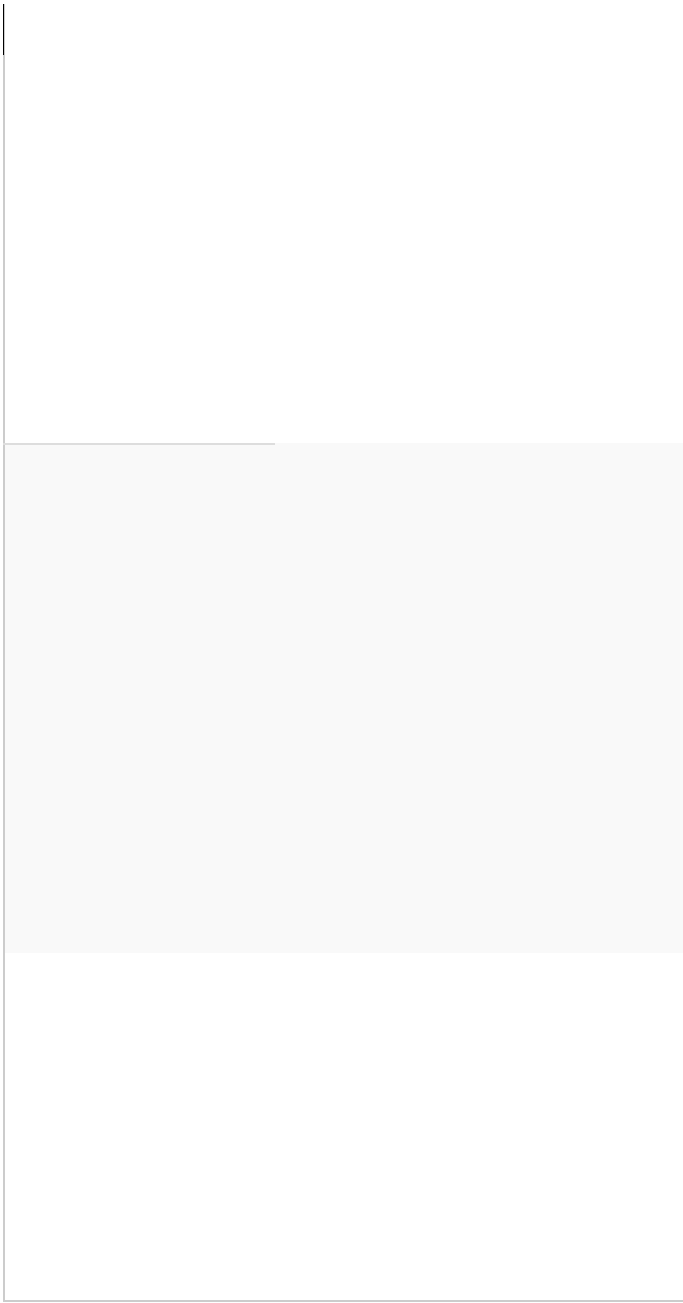
*Last updated: 1/25/2018*

*Last updated: 1/19/2018*

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

*Last updated: 1/9/2018*





## Overall Facility Rate

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

*Last updated: 1/24/2018*





## CAASPP Test Results in Science for All Students

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### Grades Five, Eight and Ten

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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: 1/25/2016*

# 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 su

*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 school a t u ŷ u ŷ u ŷ u

*Last updated: 12/14/2017*



# State Priority: School Climate

Last updated: 1/25/2018

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

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

## Suspensions and Expulsions

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

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*Last updated: 1/26/2018*

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

\* 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)

\*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.

*Last updated: 1/19/2018*

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

*Last updated: 1/18/2018*

## 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 & ACCOUNTABILITY
- 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
Md-Range Teacher Salary	\$63,219	\$73,555
Highest		

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

*Last updated: 1/25/2018*



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*