

Washington Elementary School

250 Dutton Ave. • San Leandro, CA 94577 • (510) 618-4360 • Grades K-5

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<http://www.sanleandro.k12.ca.us/site/Default.aspx?PageID=496>

2016-17 School Accountability Report Card Published During the 2017-18 School Year



San Leandro Unified School District

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Dear Families,

It is a true honor to be a part of the Washington community! It is a postcard beautiful school with classic and stately architecture surrounded by lush park grounds that draw families who walk from nearby apartments, bungalows and sprawling homes, all where cherry orchards once stood. The diversity in architecture reflects the myriad faces in this community. The culturally and linguistically rich backgrounds, the inviting neighborhood, and an inspired staff are just some of the key elements that make Washington Elementary a coveted school in this district.

Our dedicated teachers provide a rigorous academic curriculum based on Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) to ensure access to all of our students. We incorporate Project Based Learning throughout the school day to help solidify the standards in a meaningful and memorable way. We collaborate and analyze data regularly to produce deeper and individualized learning pathways for every student.

We have worked especially hard to create a true home-school connection, where families are welcome to be on our campus before, during and after school. On any given day you will find our Parent Center and our classrooms bustling with volunteers. We have a dedicated parent facilitator who welcomes and guides parents in supporting their child's education.

Washington School has a robust Spanish Biliteracy Pathway program from first through fifth grade. Beginning August 2017, we will transition our Spanish Biliteracy Pathway program into a Two-Way Bilingual Immersion (TWBI) program that will begin with two Kindergarten classes. We believe that these programs promote the benefits of learning two languages, lead to increased friendships among multiple language groups and affirm all of our students' heritage, leading to increased academic achievement for all students.

We also believe that our students must have access to enrichment opportunities to help maintain focus on their future aspirations and dreams. This belief was the basis for the development of a substantial afterschool program. In addition to a traditional extended learning after school program, we offer a variety of outside of school classes each year. Examples include classes such as, Theater, Robotics, Coding, Ballet Folklórico, Jazz Band, Creative Arts, Hip Hop Dance, Science in the Garden, Spanish, and a Girls' Running program. We also open our library before and after school to instill the love of reading and allow access to computers and technology.

There are so many unique and amazing opportunities available for Washington students and their families. It would take pages to capture them all here! We offer tours to prospective families the first Monday of each month at 9:30 AM. I can be reached directly at (510) 618-4363 or via email at ealvarez@slusd.us.

With Warm Regards,
Elisa Alvarez
Principal

School Mission Statement

The Washington School Community is dedicated to providing equal access to learning for all students, where race, gender or socio-economic status does not predict which students achieve at school. Through culturally responsive instructional practices we recognize the varied learning styles and intelligence of all students while maintaining high expectations. We strive to provide a nurturing, respectful, and safe learning environment that will empower children with skills and knowledge that will lead to their success in a changing world. Our commitment to the implementation of state standards through the use of board-adopted curricula will ensure that all students achieve high levels of proficiency as determined by grade level, school, district, and state measures.

Note: Washington School will participate in a year-long, school-wide Project Based Learning endeavor to rewrite the Washington Mission and Vision statements. This project will include students, staff, and families. At the completion of the 2017-2018 school year, a new Mission and Vision statement will be developed collaboratively and will represent our entire community and incorporate our District goals. Upon completion, it will be published on our website.

About the SARC

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.

2016-17 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	53
Grade 1	78
Grade 2	50
Grade 3	53
Grade 4	77
Grade 5	72
Total Enrollment	383

2016-17 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	11.2
American Indian or Alaska Native	0.3
Asian	6.8
Filipino	3.9
Hispanic or Latino	64.5
Native Hawaiian or Pacific Islander	0.5
White	7
Two or More Races	5
Socioeconomically Disadvantaged	70.8
English Learners	48.3
Students with Disabilities	12
Foster Youth	0.3

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			
Washington Elementary School	15-16	16-17	17-18
With Full Credential	20	20	20
Without Full Credential	0	0	
Teaching Outside Subject Area of Competence	0	0	
San Leandro Unified School District	15-16	16-17	17-18
With Full Credential	♦	♦	
Without Full Credential	♦	♦	
Teaching Outside Subject Area of Competence	♦	♦	

Teacher Misassignments and Vacant Teacher Positions at this School			
Washington Elementary School	15-16	16-17	17-18
Teachers of English Learners	0		
Total Teacher Misassignments	0		
Vacant Teacher Positions	0		

* "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 Instructional Materials (School Year 2017-18)

San Leandro Unified School District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program. San Leandro Unified School District held a public hearing on November 14, 2017 and determined that each school within the district had sufficient and good quality textbooks, instructional materials, and science lab equipment pursuant to the settlement of Williams vs. The State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home.

Textbooks are adopted by the Board of Trustees after review by teachers and parents according to the timeline established by the State of California. All district-adopted textbooks are State Board adopted and aligned to the Academic Content Standards established by the California Board of Education. The most recent textbooks as of January 2018 and May 2016 are illustrated in the chart.

Textbooks and Instructional Materials Year and month in which data were collected: April, 2016	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Hampton Brown Adopted 2002 Houghton Mifflin Adopted 2002 Hampton Brown Adopted 2011 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Eureka Math Adopted April 2016 Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	MacMillan/McGraw Hill Adopted 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Scott Foresman Adopted 2006 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science Laboratory Equipment	N/A The textbooks listed are from most recent adoption: N/A

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

School Facility Conditions and Planned Improvements (Most Recent Year)

Washington Elementary School was originally constructed in 1917 and is currently comprised of 21 classrooms, an ELD room, an RSP room, a library, a staff room, a multi-purpose room, a kitchen/cafeteria, and two playgrounds. Recent renovations include the installation of new exterior fencing, exterior paint, and connection to the city's fiber loop for high-speed internet access.

Cleaning Process

The principal works daily with the head custodian and custodial staff to ensure a clean and safe school environment.

Maintenance & Repair

District maintenance staff inspects and makes timely repairs necessary to maintain the facility. The district recently implemented a new work order system to ensure efficient and timely service for all repairs and service requests.

Measure J1 Bond Work:

The school is scheduled to receive new heating, ventilation, and air conditioning (HVAC) units in all classrooms. Additionally, the school's electrical system will be upgraded to accommodate future needs. Aging portables will be replaced with newer classroom structures.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/23/2017				
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		Classroom 5: The wallpaper is torn by the door. Cafeteria: Several ceiling tiles are loose. Many ceiling tiles have water stains. Classroom 16: The carpet is torn/frayed at the seam. Hallway by Room 1: Several ceiling tiles have water stains. Library: The carpet is torn/frayed by the check-out desk.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical		X		
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		Classroom 5: The toilet seat is loose. Girls Restroom by Playground: One toilet seat is loose.
Safety: Fire Safety, Hazardous Materials	X			Hallway by Room 6: The "Exit" sign is loose on the wall.
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
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] 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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

2016-17 CAASPP Results for All Students						
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	15-16	16-17	15-16	16-17	15-16	16-17
ELA	31	33	38	38	48	48
Math	18	22	24	25	36	37

* 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 Test Results in Science for All Students						
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)					
	School		District		State	
	14-15	15-16	14-15	15-16	14-15	15-16

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.

Grade Level	2016-17 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	30.7	26.7	25.3

* 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.

2015-16 CAASPP Results by Student Group Science (grades 5, 8, and 10)				
Group	Number of Students		Percent of Students	
	Enrolled	with Valid Scores	w/ Valid Scores	Proficient or Advanced

* Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores. 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.

School Year 2016-17 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	207	203	98.07	33
Male	116	112	96.55	28.57
Female	91	91	100	38.46
Black or African American	30	30	100	26.67
American Indian or Alaska Native	--	--	--	--
Asian	14	13	92.86	46.15
Filipino	--	--	--	--
Hispanic or Latino	129	127	98.45	33.86
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	38.46
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	143	98.62	30.07
English Learners	119	117	98.32	37.61
Students with Disabilities	30	28	93.33	3.57
Foster Youth	--	--	--	--

Note: ELA 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.

-Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

School Year 2016-17 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	207	203	98.07	21.67
Male	116	113	97.41	25.66
Female	91	90	98.9	16.67
Black or African American	30	30	100	3.33
American Indian or Alaska Native	--	--	--	--
Asian	14	13	92.86	46.15
Filipino	--	--	--	--
Hispanic or Latino	129	127	98.45	19.69
Native Hawaiian or Pacific Islander	--	--	--	--
White	13	13	100	46.15
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	145	142	97.93	21.83
English Learners	119	117	98.32	25.64
Students with Disabilities	30	28	93.33	3.57
Foster Youth	--	--	--	--

Note: 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.

-Note: 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 all students who participated in the test whether they received a score or not; 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 only students who received scores.

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 involvement is very important at Washington School. Our Parent Center serves as a gathering point for parents during the school day, before and after school. We host weekly Wednesday morning meetings for parents that include general coffee and conversation and workshops based on parent requests. We also have an active Parent Teacher Association that meets in the evenings on the second Wednesday of the month at 6 PM. Our PTA was established 99 years ago! In addition to PTA, we also have a Dad's Club that meets off site every other month. Our School Site Council meets every other month on a Thursday at 3:30 PM. This group has a profound impact on the school budget and all are welcome to attend. Washington has an English Language Advisory Committee that meets once a month in the mornings. This meeting covers various topics pertinent to the success of our English Learners. We have an African American Parent group that meets both during mornings and evenings. We use this time to ensure that we are meeting the needs of our African American students.

We have a multitude of events that take place during the year that parents, partnering with staff, provide for our students and our community. Any parents interested in participating are welcome to call Maria Ochoa, our Parent Facilitator, at (510) 618-4360 extension 3333.

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.

School Safety Plan

The San Leandro Unified School District recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

School site council at Washington School develops a comprehensive school safety plan relevant to the needs and resources of that particular school. A current copy of the school plan is required to be kept on file. Washington staff reviewed this at the October staff meeting.

Suspensions and Expulsions			
School	2014-15	2015-16	2016-17
Suspensions Rate	0.9	1.2	2.2
Expulsions Rate	0.0	0.0	0.0
District	2014-15	2015-16	2016-17
Suspensions Rate	5.9	6.4	6.5
Expulsions Rate	0.1	0.1	0.1
State	2014-15	2015-16	2016-17
Suspensions Rate	3.8	3.7	3.6
Expulsions Rate	0.1	0.1	0.1

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.

2017-18 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2009-2010
Year in Program Improvement	Year 4	Year 3
Number of Schools Currently in Program Improvement	8	
Percent of Schools Currently in Program Improvement	100	

Academic Counselors and Other Support Staff at this School	
Number of Full-Time Equivalent (FTE)	
Academic Counselor	0
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	1
Psychologist	.2
Social Worker	0
Nurse	0
Speech/Language/Hearing Specialist	0
Resource Specialist	1
Other	0
Average Number of Students per Staff Member	
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.

Average Class Size and Class Size Distribution (Elementary)												
Grade	Average Class Size			Number of Classrooms*								
				1-20			21-32			33+		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
K	24	19	20	1	3	1	1	1	2			
1	28	23	24		1		2	1	3			
2	26	27	24			1	3	2	1			
3	26	26	25				3	3	2			
4	32	25	30				2	3	2			
5	32	30	29				2	2	3			
Other			10			1						

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

Professional Development provided for Teachers

Our District is committed to excellent Professional Development. Several times a year our teachers receive training in the latest technology, curriculum, English Language Development, National Science Standards, ultimately refining the delivery of Common Core State Standards. In addition to the District PD, each Wednesday Washington teachers participate in optional mini PDs that strengthen their practice throughout each school year. Washington teachers are allotted three professional days to work collaboratively. This time is used to incorporate Project Based Learning into their daily teaching. All teachers also have the opportunity to work with Instructional coaches in the classroom and during collaboration time. New teachers participate in BTSA (Beginning Teachers Support and Assessment).

FY 2015-16 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$58,645	\$46,511
Mid-Range Teacher Salary	\$80,977	\$73,293
Highest Teacher Salary	\$107,065	\$92,082
Average Principal Salary (ES)	\$122,739	\$113,263
Average Principal Salary (MS)	\$134,702	\$120,172
Average Principal Salary (HS)	\$156,104	\$131,203
Superintendent Salary	\$284,181	\$213,732
Percent of District Budget		
Teacher Salaries	41%	36%
Administrative Salaries	6%	5%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

- Title I Every Student Succeeds Act
- Title II Teacher Quality
- Title III English Learners
- Supplemental and Concentration Grant
- K-3 Grade Span Adjustment
- 9-12 Career Technical Education
- Regional Occupational Program
- Career Pathways
- College Readiness Grant
- Special Education Services (state and federal)
- Pre-School (Special Education)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety

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 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.

FY 2015-16 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5742	498	5243	83887
District	♦	♦	5742	\$86,964
State	♦	♦	\$6,574	\$74,476
Percent Difference: School Site/District			-8.7	-3.5
Percent Difference: School Site/ State			-20.2	12.6

* Cells with ♦ do not require data.