

# Washington Elementary School

## 2021 School Accountability Report Card



### General Information about the School Accountability Report Card (SARC)

#### SARC Overview



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 [www.cde.ca.gov/ta/ac/sa/](http://www.cde.ca.gov/ta/ac/sa/)

For more information about the LCFF or the LCAP, see the CDE LCFF web page at [www.cde.ca.gov/fg/aa/lc/](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 [dq.cde.ca.gov/dataquest/](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).

#### California School Dashboard



The California School Dashboard (Dashboard) [www.caschooldashboard.org/](http://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.

#### 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.

## 2021-22 School Contact Information

<b>School Name</b>	Washington Elementary School
<b>Street</b>	250 Dutton Ave.
<b>City, State, Zip</b>	San Leandro, CA 94577
<b>Phone Number</b>	(510)618-4360
<b>Principal</b>	Monica Manriquez
<b>Email Address</b>	mmanriquez@slusd.us
<b>School Website</b>	<a href="https://www.slusd.us/washington/">https://www.slusd.us/washington/</a>
<b>County-District-School (CDS) Code</b>	01-61291-6002455

## 2021-22 District Contact Information

<b>District Name</b>	San Leandro Unified School District
<b>Phone Number</b>	(510)895-4199
<b>Superintendent</b>	Dr. Michael McLaughlin
<b>Email Address</b>	mmclaughlin@slusd.us
<b>District Website Address</b>	<a href="https://www.slusd.us/">https://www.slusd.us/</a>

## 2021-22 School Overview

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 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. During normal times, on any given day, you can 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, which is especially critical during this pandemic.

Washington School has a robust Spanish Bilingual Pathway program from first through fifth grade. We have a Dual Language Immersion (DLI) program that began with two Kindergarten classes (in 2017) and is growing each year (currently, we are in our 5th year). 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 after-school program. In addition to traditional extended learning after-school programs, we have offered in previous years a variety of outside-of-school classes. Examples include classes such as Theater, Robotics, Coding, Ballet Folklórico, Jazz Band, Creative Arts, Hip Hop Dance, Science in the Garden, Drumline, and Girls' Running program. We have also opened our library before and after school to instill

## 2021-22 School Overview

the love of reading and allow access to computers and technology. During home learning, we have provided outside library time and a modified version of our enrichment and intervention classes. We are looking forward to resuming all of these highly beneficial activities the moment it is deemed safe to return to a sense of pre-pandemic normalcy.

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 plan to offer tours to prospective families on the first Monday of each month at 9:30 AM, pending safety plan approval. I can be reached directly at (510) 618-4363 or via email at [mmanriquez@slusd.us](mailto:mmanriquez@slusd.us).

With Warm Regards,  
Monica Manriquez  
Principal

### School Mission Statement

The Washington School Community is dedicated to providing equal access to learning for all students, where race, gender or socioeconomic 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.

## About this School

### 2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	70
Grade 1	66
Grade 2	84
Grade 3	87
Grade 4	44
Grade 5	87
<b>Total Enrollment</b>	<b>438</b>

## 2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
American Indian or Alaska Native	0.2
Asian	6.8
Black or African American	7.1
Filipino	2.7
Hispanic or Latino	65.5
Two or More Races	5.7
White	10.3
English Learners	30.6
Homeless	1.4
Socioeconomically Disadvantaged	58.2
Students with Disabilities	9.4

### 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

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>

## 2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
<b>Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)</b>	20.8	96.7	380.4	89.7	228366.1	83.1
<b>Intern Credential Holders Properly Assigned</b>	0.0	0.0	4.0	0.9	4205.9	1.5
<b>Teachers Without Credentials and Misassignments (“ineffective” under ESSA)</b>	0.0	0.0	4.6	1.1	11216.7	4.1
<b>Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)</b>	0.2	1.0	9.9	2.3	12115.8	4.4
<b>Unknown</b>	0.5	2.3	25.0	5.9	18854.3	6.9
<b>Total Teaching Positions</b>	21.5	100.0	424.1	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

## 2020-21 Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21
<b>Permits and Waivers</b>	0.0
<b>Misassignments</b>	0.0
<b>Vacant Positions</b>	0.0
<b>Total Teachers Without Credentials and Misassignments</b>	0.0

## 2020-21 Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21
<b>Credentialed Teachers Authorized on a Permit or Waiver</b>	0.2
<b>Local Assignment Options</b>	0.0
<b>Total Out-of-Field Teachers</b>	0.2

## 2020-21 Class Assignments

Indicator	2020-21
<b>Misassignments for English Learners</b> (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
<b>No credential, permit or authorization to teach</b> (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.0

## 2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

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 September 14, 2021, 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 August 2021 are illustrated in the chart.

Year and month in which the data were collected

August 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
<b>Reading/Language Arts</b>	Wonders Grades K-5 Adopted 2018 McGraw-Hill  Maravillas Grades K-2 (ELD) Adopted 2018 McGraw-Hill	Yes	0
<b>Mathematics</b>	Eureka Math Adopted 2016 Great Minds	Yes	0
<b>Science</b>	Amplify Science Adopted 2020	Yes	0
<b>History-Social Science</b>	Inspiring Wonder and Facilitating Change: History for All District Developed Adopted Curriculum 2021	Yes	0
<b>Foreign Language</b>			
<b>Health</b>			
<b>Visual and Performing Arts</b>			
<b>Science Laboratory Equipment (grades 9-12)</b>			

## School Facility Conditions and Planned Improvements

### Age & Condition of Facilities

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.

Year and month of the most recent FIT report

08/01/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	X			
<b>Interior:</b> Interior Surfaces	X			
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	X			
<b>Electrical</b>	X			
<b>Restrooms/Fountains:</b> Restrooms, Sinks/ Fountains	X			
<b>Safety:</b> Fire Safety, Hazardous Materials	X			
<b>Structural:</b> Structural Damage, Roofs	X			
<b>External:</b> Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

## Overall Facility Rate

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

#### SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

#### Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.



## Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>English Language Arts/Literacy</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b> (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	218	NT	NT	NT	NT
<b>Female</b>	125	NT	NT	NT	NT
<b>Male</b>	93	NT	NT	NT	NT
<b>American Indian or Alaska Native</b>	--	NT	NT	NT	NT
<b>Asian</b>	15	NT	NT	NT	NT
<b>Black or African American</b>	15	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	145	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	--	NT	NT	NT	NT
<b>Two or More Races</b>	21	NT	NT	NT	NT
<b>White</b>	17	NT	NT	NT	NT
<b>English Learners</b>	68	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	140	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	27	NT	NT	NT	NT

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	218	NT	NT	NT	NT
Female	125	NT	NT	NT	NT
Male	93	NT	NT	NT	NT
American Indian or Alaska Native	--	NT	NT	NT	NT
Asian	15	NT	NT	NT	NT
Black or African American	15	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	145	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	21	NT	NT	NT	NT
White	17	NT	NT	NT	NT
English Learners	68	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	0	0	0	0	0
Socioeconomically Disadvantaged	140	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	27	NT	NT	NT	NT

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

STAR Assessments Student Groups	STAR Assessment s Total Enrollment	STAR Assessment s Number Tested	STAR Assessment s Percent Tested	STAR Assessment s Percent Not Tested	STAR Assessment s Percent At or Above Grade Level
All Students	225	175	77.78%	22.22%	25.78%
Female	130	102	78.46%	21.54%	24.62%
Male	95	73	76.84%	23.16%	27.37%
American Indian or Alaska Native	*	*	*	*	*

<b>Asian</b>	15	12	80%	20%	40%
<b>Black or African American</b>	17	10	58.82%	41.18%	17.65%
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	148	117	79.05%	20.95%	20.27%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	19	15	78.95%	21.05%	36.84%
<b>White</b>	17	15	88.24%	11.76%	47.06%
<b>English Learners</b>	68	51	75%	25%	4.41%
<b>Foster Youth</b>	*	*	*	*	*
<b>Homeless</b>	*	*	*	*	*
<b>Military</b>	NA	NA	NA	NA	NA
<b>Socioeconomically Disadvantaged</b>	168	144	88%	12%	34%
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	26	20	76.92%	23.08%	11.54%

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

<b>STAR Assessments Student Groups</b>	<b>STAR Assessments Total Enrollment</b>	<b>STAR Assessments Number Tested</b>	<b>STAR Assessments Percent Tested</b>	<b>STAR Assessments Percent Not Tested</b>	<b>STAR Assessments Percent At or Above Grade Level</b>
<b>All Students</b>	225	173	76.89%	23.11%	20%
<b>Female</b>	130	101	77.69%	22.31%	16.92%
<b>Male</b>	95	72	75.79%	24.21%	24.21%
<b>American Indian or Alaska Native</b>	*	*	*	*	*
<b>Asian</b>	15	12	80%	20%	33.33%
<b>Black or African American</b>	17	11	64.71%	35.29%	5.88%
<b>Filipino</b>	*	*	*	*	*
<b>Hispanic or Latino</b>	148	114	77.03%	22.97%	16.22%
<b>Native Hawaiian or Pacific Islander</b>	*	*	*	*	*
<b>Two or More Races</b>	19	15	78.95%	21.05%	31.58%
<b>White</b>	17	15	88.24%	11.76%	35.29%
<b>English Learners</b>	68	48	70.59%	29.41%	8.82%
<b>Foster Youth</b>	*	*	*	*	*
<b>Homeless</b>	*	*	*	*	*
<b>Military</b>	NA	NA	NA	NA	NA

<b>Socioeconomically Disadvantaged</b>	168	144	88%	12%	22%
<b>Students Receiving Migrant Education Services</b>	NA	NA	NA	NA	NA
<b>Students with Disabilities</b>	26	19	73.08%	26.92%	7.69%

\*At or above the grade-level standard in the context of the local assessment administered.

## CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
<b>Science</b> (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

## 2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
<b>All Students</b>	87	NT	NT	NT	NT
<b>Female</b>	47	NT	NT		
<b>Male</b>	40	NT	NT		
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	--	NT	NT	NT	NT
<b>Black or African American</b>	--	NT	NT	NT	NT
<b>Filipino</b>	--	NT	NT	NT	NT
<b>Hispanic or Latino</b>	57	NT	NT	NT	NT
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>Two or More Races</b>	11	NT	NT	NT	NT
<b>White</b>	--	NT	NT	NT	NT
<b>English Learners</b>	19	NT	NT	NT	NT
<b>Foster Youth</b>	0	0	0	0	0
<b>Homeless</b>	--	NT	NT	NT	NT
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	63	NT	NT	NT	NT
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	16	NT	NT	NT	NT

## B. Pupil Outcomes

### 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.

#### 2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

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

## 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 regarding the school district and at each school site.

#### 2021-22 Opportunities for Parental Involvement

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 typically host morning meetings for parents that include coffee and general conversation and workshops based on parent requests. Our School Site Council meets every month on a Thursday at 4:30 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 are working towards establishing an African-American Parent group to ensure that we are meeting the needs of our African American students.

In a normal year, 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.

## 2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	449	444	54	12.2
Female	242	239	28	11.7
Male	207	205	26	12.7
American Indian or Alaska Native	1	1	0	0.0
Asian	30	30	0	0.0
Black or African American	31	31	9	29.0
Filipino	12	12	2	16.7
Hispanic or Latino	293	288	38	13.2
Native Hawaiian or Pacific Islander	1	1	0	0.0
Two or More Races	27	27	1	3.7
White	45	45	2	4.4
English Learners	145	144	15	10.4
Foster Youth	0	0	0	0.0
Homeless	7	7	4	57.1
Socioeconomically Disadvantaged	264	264	47	17.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	51	51	8	15.7

### C. Engagement

#### 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

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
<b>Suspensions</b>	2.09	0.00	5.17	0.03	3.47	0.20
<b>Expulsions</b>	0.00	0.00	0.10	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
<b>Suspensions</b>	0.45	3.85	2.45
<b>Expulsions</b>	0.00	0.05	0.05

## 2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
<b>All Students</b>	0.00	0.00
<b>Female</b>	0.00	0.00
<b>Male</b>	0.00	0.00
<b>American Indian or Alaska Native</b>	0.00	0.00
<b>Asian</b>	0.00	0.00
<b>Black or African American</b>	0.00	0.00
<b>Filipino</b>	0.00	0.00
<b>Hispanic or Latino</b>	0.00	0.00
<b>Native Hawaiian or Pacific Islander</b>	0.00	0.00
<b>Two or More Races</b>	0.00	0.00
<b>White</b>	0.00	0.00
<b>English Learners</b>	0.00	0.00
<b>Foster Youth</b>	0.00	0.00
<b>Homeless</b>	0.00	0.00
<b>Socioeconomically Disadvantaged</b>		
<b>Students Receiving Migrant Education Services</b>	0.00	0.00
<b>Students with Disabilities</b>		



## 2021-22 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.

The 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 Safety Plan is required to be kept on file.

Providing as much in-person live instruction that can be safely delivered is a priority of the district and community. SLUSD is following guidelines from the California Department of Education, California Department of Public Health, Centers for Disease Control (CDC), The Alameda County Public Health Department, Alameda County Office of Education, and the Governor's office as we navigate the 2021-22 academic school year.

We recognize that students need additional support to recover from any learning loss and tiered intervention in both academic and social-emotional support. This school year, students will participate in daily live instruction with teachers and support staff.

SLUSD is committed to following Alameda County's established safety guidelines. Appropriate safety measures include physical distancing, self-screening/active screening, specific classroom safety procedures, hand washing/sanitizing, and face-covering procedures. Additionally, SLUSD provides training in safety protocols and procedures to all staff and students at school sites and district offices. Although physical distancing is no longer a requirement, SLUSD is encouraging and enforcing physical distancing when possible. All activities that can be held outdoors have been planned for, such as our outdoor dining option which is highly encouraged for all of our students during snack and lunch times.

All SLUSD schools have uniform emergency procedures for an intruder on campus, unsafe situations in the surrounding community, chemical spills, or environmental and natural disasters. All procedures were created in collaboration with local law enforcement and are based upon nationwide best practices. Procedures are kept confidential to the community to protect students and staff. In response to COVID-19, SLUSD will report all confirmed positive cases among personnel and students physically present at district schools and facilities during their infectious period for COVID-19. The infectious period begins two days before the onset of symptoms. If the case did not have symptoms, the infectious period is considered to be two days prior to the testing date. Note that personnel includes contractors, substitutes, and others working at SLUSD schools and facilities. for the most up-to-date emergency and safety information and the district COVID-19 Resources and information visit <https://www.slusd.us/families-community/>.

### D. Other SARC Information

### Information Required in the SARC

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

## 2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		4	
1	24		3	
2	23	1	1	
3	25		3	
4	27		2	
5	27		2	
6				

## 2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	23		3	
2	25		3	
3	22	1	1	
4	28		3	
5	28		2	
6				
Other	25		1	

## 2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled “Number of Classes” indicates how many classes fall into each size category (a range of total students per class). The “Other” category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	23		3	
1	22		3	
2	24		3	
3	25		3	
4	22		2	
5	29		3	
6				
Other	25		1	

## 2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to 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.

Title	Ratio
Pupils to Academic Counselor	

## 2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	0
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0.4
Resource Specialist (non-teaching)	0

## 2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
<b>School Site</b>	\$7,263.54	\$804.76	\$6,458.78	\$100,443.07
<b>District</b>	N/A	N/A	\$5,950.42	\$94,805
<b>Percent Difference - School Site and District</b>	N/A	N/A	8.2	5.8
<b>State</b>			\$8,444	\$81,044
<b>Percent Difference - School Site and State</b>	N/A	N/A	-26.6	21.4

## 2020-21 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
- Special Education Services (state and federal)
- Special Education Transportation
- Mental Health
- Homeless Children
- Medi-Cal Billing
- After School Safety
- Behavioral Health
- Coordination of Services (COST)
- Title IV, Part A, Student Support and Academic Enrichment

## 2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
<b>Beginning Teacher Salary</b>	\$65,522	\$51,029
<b>Mid-Range Teacher Salary</b>	\$87,439	\$78,583
<b>Highest Teacher Salary</b>	\$119,620	\$99,506
<b>Average Principal Salary (Elementary)</b>	\$141,739	\$124,576
<b>Average Principal Salary (Middle)</b>	\$150,497	\$131,395
<b>Average Principal Salary (High)</b>	\$174,409	\$144,697
<b>Superintendent Salary</b>	\$354,061	\$240,194
<b>Percent of Budget for Teacher Salaries</b>	41%	34%
<b>Percent of Budget for Administrative Salaries</b>	6%	6%

## Professional Development

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 and collaboration that strengthen teacher and staff practice throughout the academic 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). Teachers and other Washington staff have been trained at the Museum of Tolerance on the incorporation of Social Justice standards into their every day practice. Washington teachers participated in a training in Dual Language Education facilitated by Dr. Jose Medina and will continue this professional development this school year. The entire staff is using the Guiding Principles of Dual Language Education to enhance their understanding of DLI and overall best practices.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
<b>Number of school days dedicated to Staff Development and Continuous Improvement</b>	3	3	3

# San Leandro Unified School District

## 2020-21 Local Accountability Report Card (LARC) Addendum

### Local Accountability Report Card (LARC) Addendum

#### 2020-21 Local Accountability Report Card (LARC) Addendum Overview



On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

#### 2021-22 District Contact Information

<b>District Name</b>	San Leandro Unified School District
<b>Phone Number</b>	(510)895-4199
<b>Superintendent</b>	Dr. Michael McLaughlin
<b>Email Address</b>	mmclaughlin@slusd.us
<b>District Website Address</b>	<a href="https://www.slusd.us/">https://www.slusd.us/</a>

## 2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
<b>All Students</b>	4626	2	0.04	99.96	--
<b>Female</b>	2265	0	0.00	100.00	--
<b>Male</b>	2361	2	0.08	99.92	--
<b>American Indian or Alaska Native</b>	--	--	--	--	--
<b>Asian</b>	751	0	0.00	100.00	--
<b>Black or African American</b>	549	0	0.00	100.00	--
<b>Filipino</b>	279	0	0.00	100.00	--
<b>Hispanic or Latino</b>	2304	1	0.04	99.96	--
<b>Native Hawaiian or Pacific Islander</b>	53	0	0.00	100.00	--
<b>Two or More Races</b>	315	0	0.00	100.00	--
<b>White</b>	367	1	0.27	99.73	--
<b>English Learners</b>	1099	0	0.00	100.00	--
<b>Foster Youth</b>	20	0	0.00	100.00	--
<b>Homeless</b>	122	0	0.00	100.00	--
<b>Military</b>	0	0	0	0	0
<b>Socioeconomically Disadvantaged</b>	3009	1	0.03	99.97	--
<b>Students Receiving Migrant Education Services</b>	0	0	0	0	0
<b>Students with Disabilities</b>	701	2	0.29	99.71	--

## 2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4626	2	0.04	99.96	--
Female	2265	0	0.00	100.00	--
Male	2361	2	0.08	99.92	--
American Indian or Alaska Native	--	--	--	--	--
Asian	751	0	0.00	100.00	--
Black or African American	549	0	0.00	100.00	--
Filipino	279	0	0.00	100.00	--
Hispanic or Latino	2304	1	0.04	99.96	--
Native Hawaiian or Pacific Islander	53	0	0.00	100.00	--
Two or More Races	315	0	0.00	100.00	--
White	367	1	0.27		--
English Learners	1099	0	0.00	100.00	--
Foster Youth	20	0	0.00	100.00	--
Homeless	122	0	0.00	100.00	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	3009	1	0.03	99.97	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	701	2	0.29	99.71	--

## 2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.

## 2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

\*At or above the grade-level standard in the context of the local assessment administered.