Washington Elementary School

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

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 https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://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.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://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) https://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.

Admission Requirements for the University of California (UC)	Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.
Admission Requirements for the California State University (CSU)	Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Washington Elementary School
Street	3322 Dolbeer St.
City, State, Zip	Eureka, CA 95503
Phone Number	(707) 441-2547
Principal	Teri Silvers
Email Address	silverst@eurekacityschools.org
School Website	https://washington.eurekacityschools.org/
Grade Span	K-5
County-District-School (CDS) Code	12-75515-6007827

2024-25 District Contact Information

District Name	Eureka City Schools, A Unified District
Phone Number	(707) 441-2400
Superintendent	Gary Storts
Email Address	stortsg@eurekacityschools.org
District Website	www.eurekacityschools.org

2024-25 School Description and Mission Statement

Mission Statement
Washington Elementary School, rich in family involvement and academic excellence, will prepare and inspire each child to become a self-assured contributor to a global society by providing an innovative, well balanced educational experience in a safe and nurturing environment.

School Profile
Washington School serves 434 students in Transitional Kindergarten through fifth grade. We have a proud tradition of

2024-25 School Description and Mission Statement

academic excellence. We provide our community's children with a rich variety of academic, social-emotional, and physical learning experiences in an engaging and developmentally-appropriate manner. In addition to a focus on literacy and math, our students have many opportunities to develop their creativity through exploration and discovery. Washington students' performance, as indicated on 2020-2021 standardized state tests, provides our educational team with data on areas of individual student and school-wide strength, as well as, areas for growth.

Community Involvement
We have a proud tradition of excellent parent support. Our award-winning and active PTA has received a 75-year award of participation. Our campus hosts many parent and community volunteers on a consistent basis. These valued volunteers assist at learning centers within the classrooms, re-shelve library books, participate in enrichment activities, prepare classroom materials, and provide transportation for student field trips. The Washington School staff is proud of our ongoing partnership with parents. In addition to strong parent involvement, we have partnerships with numerous community agencies that give their support to our children in a variety of ways thus enriching our students' school experience. The Humboldt State University Teacher Preparation Program places university students working as tutors in our school in the areas of math, literacy, and English language development. Many of our experienced teachers also serve as mentor teachers for apprentice teachers in their final year of HSU's teacher preparation programs. This past year, we expanded our partnership with our neighbor, the Sequoia Park & Zoo. This partnership extends learning opportunities for our students and their families through grade-level projects and access to materials, docents, and experiential learning related to ecology, conservation, habitat, adaptations, and species.

School Highlights:

- Our staff is well versed in the California Standards.
- All students receive instruction in each of the core areas- English language arts, math, science, and social science. They also receive instruction in physical education and the Arts.

Our staff has been trained in the science of reading

- We are a Positive Behavior Intervention System school and implement of Character Strong social-emotional curriculum school-wide.
- We teach Character Strong anti-bullying curriculum school-wide.
- Second-fifth grades utilize the online Accelerated Reader independent reading program, which also has a home component.
- Specialized curricular materials are utilized for targeted reading interventions.
- Students have opportunities to participate in specialized music activities in fourth and fifth grades, including band and strings.
- Fourth and fifth-grade students participate in the Science Fair, History Day, Spelling Bee, Geography Bee, and the GATE Academy (if qualified and when in-person).
- All grade levels participate in service learning projects, serving our community.
- We partner with Humboldt State University in mentoring student teachers.
- Humboldt County Office of Education Early Literacy and Math tutors work with our transitional kindergarten-second grade students.
- Our PTA supports students and staff through the purchase of special, supplemental materials.
- Our PTA provides fun and educational family activities including free craft nights, family movie nights, and an ice cream social at the zoo, to name a few.

Focus for Improvement:

- Ongoing professional development for all staff is a continued goal.
- Teacher collaboration is ongoing on a weekly basis and includes teacher team collaboration, administration-led topics, and district collaboration opportunities.
- Teaching staff will continue to develop expertise in literacy through professional development and through piloting a new language arts curriculum.
- Many teaching staff will continue participation in arts-integration grants and professional development.
- Teaching staff will continue to develop grade-level writing rubrics that align with CAASPP testing.
- Utilize common CAASPP interim block assessments in grades 3-5 as a formative assessment to guide instruction.
- Develop and implement differentiated instructional groupings in mathematics.
- Continue to use a Student Study Team approach to develop improvement plans for students with identified academic or social/emotional needs.
- Use SWIS data in order to make improvements in our systems including transitions to the play areas and behaviors during non-structured times.
- Continue to refine our PBIS systems and increase our parent involvement components.
- Continue to refine our RTI^2 tier three options for student success.

2024-25 School Description and Mission Statement

- Continue to utilize researched best-practice instructional practices.
- Increase access to opportunities for student choice school-wide.
- Increase access to technology and digital learning opportunities school-wide.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	72
Grade 1	71
Grade 2	80
Grade 3	78
Grade 4	79
Grade 5	89
Total Enrollment	469

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	49.5
Male	50.5
American Indian or Alaska Native	2.8
Asian	7.7
Black or African American	1.9
Filipino	0.4
Hispanic or Latino	24.7
Native Hawaiian or Pacific Islander	0.9
Two or More Races	11.5
White	50.1
English Learners	11.9
Foster Youth	1.3
Homeless	4.9
Migrant	0.2
Socioeconomically Disadvantaged	66.7
Students with Disabilities	17.9

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.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.10	90.98	165.10	89.17	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	2.60	1.44	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.51	7.50	4.05	12115.80	4.41
Unknown/Incomplete/NA	1.00	4.51	9.80	5.33	18854.30	6.86
Total Teaching Positions	22.10	100.00	185.20	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	22.30	95.72	179.80	90.50	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	1.70	0.90	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.40	2.74	11953.10	4.28
Unknown/Incomplete/NA	1.00	4.28	11.60	5.84	15831.90	5.67
Total Teaching Positions	23.30	100.00	198.60	100.00	279044.80	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	21.00	91.30	169.20	85.86	231142.40	83.24
Intern Credential Holders Properly Assigned	0.00	0.00	0.00	0.00	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	2.00	8.70	9.10	4.63	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	5.60	2.88	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	13.00	6.62	14303.80	5.15
Total Teaching Positions	23.00	100.00	197.10	100.00	277698.00	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	1
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and Misassignments	0.00	0.00	2

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	6.2
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	0	0

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

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Data Collected September 2024

Eureka City Unified held a Public Hearing on October 3, 2024, and determined that each school within the District has sufficient and good quality textbooks, instructional materials, or 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 and supplementary materials are adopted according to a cycle developed by the State Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Year and month in which the data were collected	September 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK-5-Core Knowledge Language Arts CKLA, adopted 2023 ELD: EL Achieve, Systematic ELD,adopted 2017 SDC:McGraw Hill, Reading Mastery, adopted 2015	Yes	0
Mathematics	TK - 5: McGraw-Hill, Everyday Mathematics, Adopted in 2016 SDC: McGraw-Hill, Connecting Math Concepts, 2015	No	0
Science	K-5: Foss Science Kits - Standards Aligned Adopted in 2007	No	0
History-Social Science	K-5 Teachers Curriculum Institute TCI, adopted 2022	Yes	0

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

School Facility Conditions and Planned Improvements

Our school underwent a multi-million dollar modernization of facilities which was completed during the summer of 2005. This included ADA compliance, upgrading our technology and electrical infrastructure, new flooring for our cafeteria and a new office and staff building. This year, the inside of our classrooms and painted classroom furniture is being repainted. Our grounds are well maintained by our own grounds people as well as community support due to the community use of our fields for sporting events.

We have recently completed construction on a safe drop-off and pick-up zone for parent and student safety.

Year and month of the most recent FIT report	12/7/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	Cafeteria: Floor bubbling is several areas, door not latching Classroom 1: Counter top chipped and burned, hole in plaster by light switch Classroom 10: Mismatched, worn floor tile in need of replacement Classroom 11: Carpet in need of replacement, exterior painting needed on metal framework Classroom 12: Floor tile chipped by door, carpet worn, low flow on drinking fountain Classroom 13: Floor tile chipped by door, carpet worn, light fixture lamps out Classroom 14: Classroom 19: Water stained ceiling tiles (3), restroom flooring is discolored and in poor condition Classroom 20: Restroom flooring discolored and in poor condition Classroom 3: Mismatched floor tile in need of replacement, lamps out in light fixtures Classroom 4: Floor tile chipping by threshold Classroom 5: Floor tile chipping and in need of replacement, lamps out in light fixtures, fire extinguisher not mounted Classroom 8: Mismatched, worn floor tile in need of replacement Classroom 9: Mismatched, worn floor tile in need of replacement Classroom A: Carpet stained, ceiling tile water stained, lamps are out in light fixtures Kitchen: Flooring is dingy, and metal cap on flooring cove is torn loose. Paint chipping due to carts hitting wall
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Classroom A: Carpet stained, ceiling tile water stained, lamps are out in light fixtures Second Wing Boy's Restroom: TP stuck to ceiling and walls

School Facility Conditions and Planned Improvements

Electrical		X		Classroom 13: Floor tile chipped by door, carpet worn, light fixture lamps out Classroom 17: Lamps out in light fixture Classroom 3: Mismatched floor tile in need of replacement, lamps out in light fixtures Classroom 5: Floor tile chipping and in need of replacement, lamps out in light fixtures, fire extinguisher not mounted Classroom 6: Lamps out in light fixture Classroom A: Carpet stained, ceiling tile water stained, lamps are out in light fixtures
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Classroom 12: Floor tile chipped by door, carpet worn, low flow on drinking fountain
Safety: Fire Safety, Hazardous Materials	X			Classroom 5: Floor tile chipping and in need of replacement, lamps out in light fixtures, fire extinguisher not mounted
Structural: Structural Damage, Roofs	X			Classroom 16: Siding dry rot, metal ramp tansition is loose First Wing Girl's Restroom: Fascia showing signs of dry rot
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Cafeteria: Floor bubbling is several areas, door not latching

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).

College and Career Ready
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.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and 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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	34	33	34	36	46	47
Mathematics (grades 3-8 and 11)	37	34	22	22	34	35

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	230	228	99.13	0.87	32.60
Female	117	117	100.00	0.00	35.90
Male	113	111	98.23	1.77	29.09
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	22.73
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	57	57	100.00	0.00	33.33
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	28.00
White	108	107	99.07	0.93	35.51
English Learners	28	28	100.00	0.00	14.29
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	164	162	98.78	1.22	25.47
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	55	100.00	0.00	10.91

2023-24 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.

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 CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	229	227	99.13	0.87	34.07
Female	116	116	100.00	0.00	28.45
Male	113	111	98.23	1.77	40.00
American Indian or Alaska Native	--	--	--	--	--
Asian	22	22	100.00	0.00	18.18
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	56	56	100.00	0.00	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	26	26	100.00	0.00	34.62
White	108	107	99.07	0.93	43.40
English Learners	28	28	100.00	0.00	10.71
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	--	--	--	--	--
Socioeconomically Disadvantaged	163	161	98.77	1.23	31.25
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	55	55	100.00	0.00	20.00

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.

Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	28.21	26.92	26.10	26.99	30.29	30.73

2023-24 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. 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.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	80	79	98.75	1.25	27.85
Female	45	45	100.00	0.00	22.22
Male	35	34	97.14	2.86	35.29
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	26	26	100.00	0.00	26.92
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	33	32	96.97	3.03	40.63
English Learners	11	11	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	0	0	0	0	0
Military	--	--	--	--	--
Socioeconomically Disadvantaged	58	57	98.28	1.72	21.05
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	20	20	100.00	0.00	5.00

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.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95%	92.5%	95%	96.3%	100%

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.

2024-25 Opportunities for Parental Involvement

The vision of Washington School is to provide a joyful, quality education that fully develops the academic, physical, social, and emotional skills of all students and promotes active family and community involvement. Washington School embraces parent involvement. Family support at Washington is strong and we encourage active family and community participation in order to promote rich and varied learning experiences for our students. Hand-in-hand with our volunteer base, we create a well-balanced educational experience in a safe and nurturing environment. Parents are also encouraged to become involved in decision-making groups such as School Site Council, Superintendent's Advisory Committee, Positive Behavior Intervention Systems team, ELAC (English Language Advisory Committee,) DELAC (District English Language Advisory Committee,) and PTA (Parent-Teacher Association). Washington School's remarkable PTA plans many events throughout the year to promote family involvement. We also host an annual Math Night, Literacy Night, Art Night, and Craft Night for families to enjoy.

Washington School has a dedicated and caring staff. The monitors, custodians, support staff, teachers, and administration all strive to create an environment where every family feels welcomed and valued. Parental involvement can make a positive difference at all age levels. Parental involvement tends to be the greatest with young children and tends to taper off as children get older. Studies have shown, however, that the involvement of parents of middle and high school students is equally important. In high school, for example, a parent's encouragement can influence whether a child stays in school or drops out. Similarly, a child may consider going to college more seriously when parents show interest in the child's academic achievements and talk with the child about the benefits of a college education. We encourage you to become actively involved in your child's education. Please complete a volunteer form on our school website. When the family is involved in the child's education there is proven success for the child. Participation can include attending school functions, helping with assignments at home, positive feedback about education, and volunteering in the school or classroom. Parental involvement not only enhances academic performance but also has a positive influence on student attitude and behavior. A parent's interest and encouragement in a child's education can affect the child's attitude toward school, classroom conduct, self-esteem, absenteeism, and motivation. The main thing is being an advocate for your child and their school. We encourage all families to join our team.

Contact Information
Parents or community members who wish to participate in leadership teams, school committees, and school activities or

2024-25 Opportunities for Parental Involvement

become volunteers may contact Washington Elementary at (707) 441-2547.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	494	480	102	21.3
Female	242	236	52	22.0
Male	252	244	50	20.5
Non-Binary	--	--	--	--
American Indian or Alaska Native	15	14	5	35.7
Asian	39	37	4	10.8
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	121	120	36	30.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	56	56	12	21.4
White	247	237	41	17.3
English Learners	62	59	15	25.4
Foster Youth	--	--	--	--
Homeless	43	40	21	52.5
Socioeconomically Disadvantaged	350	342	86	25.1
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	110	109	31	28.4

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

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 data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
1.89	3.82	7.09	6.71	8.03	7.35	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0.05	0.05	0.2	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	7.09	0.00
Female	3.31	0.00
Male	10.71	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	26.67	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	4.96	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	10.71	0.00
White	7.69	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	27.91	0.00
Socioeconomically Disadvantaged	8.57	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	13.64	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Our school provides a joyful, nurturing environment where students can develop the character and communication skills that

2024-25 School Safety Plan

are a foundation for high academic achievement and future success. Our goals are to create and enhance a climate of mutual respect among students and between students and staff, improve the safety and convenience of student drop-off and pick-up, and update school disaster plans to reflect changes in school facilities and staffing. We work throughout the school year to revise and improve our school safety plan. Part of this process is to hone our practices and procedures including our monthly fire drills and other drills such as disaster and lock-down drills. Our staff reviews the safety plan and works on making revisions during staff collaboration times. The school site council reviews and approves the comprehensive school safety plan annually before the end of January and is approved by the school board in February of each year.. Our PTA has set a goal to support our student and staff safety. As a staff, our school safety teams meet to make continuous improvements to our procedures. In our school plan, we have goals set for both the physical and emotional safety of the campus and our students. All teachers receive extensive ongoing training in the PBIS (Positive Behavior Interventions and Supports) model. Students are taught school-wide rules and expectations at the beginning of the school year and following each school break or when the data indicates that a reteach will help students be successful. Our three school expectations are: Be Safe, Be Respectful, and Be Responsible. We have added an additional rule of "Be kind" Students review the rules and procedures in morning meetings, PBIS reteach, and level up programs. We teach expectations both school-wide and in our classrooms throughout the school year; this is the Washington Otter Way: 'W.O.W'! We track behavioral data using SWIS software in order to monitor success and make adjustments as needed to ensure that all students are being supported in choosing appropriate behaviors, so the focus remains on student learning. This research-based model reduces behavioral challenges and thereby increases academic performance and a positive school climate for all.

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.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	15	2	3	
1	18	1	3	
2	21	1	3	
3	20	1	3	
4	21	1	2	
5	20	1	2	
Other	20	1	2	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	26		3	
2	25		3	
3	26		3	
4	30		3	
5	27		3	

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 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		2	
1	24		3	
2	27		3	
3	26		3	
4	26		3	
5	30		3	

2023-24 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	0

2023-24 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. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher 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
School Site	$7,153	$1,949	$5,204	$67,109
District	N/A	N/A	$8,833	$67,397
Percent Difference - School Site and District	N/A	N/A	-51.7	-0.4
State	N/A	N/A	$10,771	$87,655
Percent Difference - School Site and State	N/A	N/A	-69.7	-26.6

Fiscal Year 2023-24 Types of Services Funded

A variety of on-site and local support services are available to provide academic assistance to students at Washington. Washington's specific academic, social, and cultural goals aim to achieve student success. Our Goals are related to improving student proficiency in certain LA, math, increasing graduation rates, enhancing school safety, or promoting a positive school culture. Services provided by categorical funds include additional classroom teacher support for classes with the greatest student need via a literacy technician funded by Title 1 funds. Each TK-2 classroom has a classroom aide to support small-group instruction. Additionally, a reading intervention teacher and math intervention teacher work with identified students in order to support them in meeting grade-level expectations. Our community schools have supported the school to have a restorative practice aide and a community school liaison to build student and family belonging. We fund one additional monitor to improve the school safety at Washington. We fund an increase of library technician hours daily, so our library is open all day, and even after school for families to check out. Our GATE program is funded in order to provide enrichment opportunities to support GATE students. We have an English Language Instructor to help our emerging bilingual students in developing English proficiency. In addition to differentiated instruction, GATE students have attended a GATE symposium and GATE classes in accordance with our district GATE plan. We use targeted funds to support instruction in a variety of ways including the purchase of materials and supplies, technology, student field trips, staff development/workshops, and library materials.

Fiscal Year 2023-24 Types of Services Funded

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 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
Beginning Teacher Salary	$46,858	$54,930
Mid-Range Teacher Salary	$68,005	$85,386
Highest Teacher Salary	$92,039	$111,172
Average Principal Salary (Elementary)	$103,216	$136,564
Average Principal Salary (Middle)	$124,593	$141,339
Average Principal Salary (High)	$128,480	$153,241
Superintendent Salary	$232,201	$224,537
Percent of Budget for Teacher Salaries	25.04	28.69
Percent of Budget for Administrative Salaries	6.14	5.55

Professional Development

Each year the school principal and teachers, in cooperation with District Office staff, use data to determine the need for teacher and administrator professional development. The data include results of LCAP surveys, state tests, and Unit and Curriculum-embedded assessments in English/Language Arts and Math, and results from the ELPAC exams relative to our EL population. We also utilize academic data provided by classroom teachers, SWIS data from our P.B.I.S. program, Attendance data from A2A, and Suspension and Referral records to determine priorities for Professional Development for both certificated and classified employees.

Training opportunities/updates continue to be conducted in Common Core Standards in both ELA and Math (grade-level and District-wide), English Language Development, and P.B.I.S. Two years ago, our district leadership attended the Visible Learning Conference in Colorado. Over the last year, we have focused on learning intentions and success criteria for math and ELA lessons. Alice Birney teachers are looking at the levels of engagement and Zones of Regulation. Our reading intervention teacher is using BOOST, CKLA, and UFLI. We have a new ELA curriculum based on the Science of Reading. Teachers are applying the knowledge they learned last year in the collaborative: Getting Reading Right.

Classified paraprofessional staff development is coordinated through our Personnel Department in modules relating to particular employment strands. Our District instructional coaches (CARE specialists) provide excellent, relevant training in best practices in math and ELA, EL, PBIS, and classroom instruction, as well as coaching for our monitors and classified personnel. Participants in Professional Development are supported with release time, collaboration opportunities, in-class coaching, purchase of particular instructional materials, and shared leadership.

Teachers and staff have been trained around Community School implementation at each step. Teachers and students were trained on the use of break space and recovery to de-escalate feelings so students could learn. Engagement strategies including structured student talk will be addressed in PD and admin-led collaboration time. This will be needed for a long period of CKLA instruction.

A developed Student Study Team process is utilized by all teachers. CARE specialist oversees this process, and ensures teachers are coached around interventions and supports. Beyond SST program is a new program for our district and site. Intentionally building PD that gives teachers the time to explore the system and its tools.

Professional Development

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

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	6	6	6